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Programa de Magíster en la Enseñanza del Inglés como Lengua Extranjera

**UNIVERSAL DESIGN FOR LEARNING PRINCIPLES USED AS AN EFFECTIVE
TOOL FOR THE DEVELOPMENT OF READING COMPREHENSION**

Tesis para optar al Grado de Magister en TESOL

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DEDICATORY

I dedicate this thesis to two important persons in my life. First, to my love Alfonso who has provided me strength, guidance, patience, love and perseverance when I needed.

Finally, I dedicate this work to my daughter Julieta who has changed my life and who felt my curiosity for learning and through her kicks in my belly gave me energy to continue with this wonderful process of growth.

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ABSTRACT

The purpose of this research project was to explore the Universal Design for Learning (UDL) principles as an effective tool in a EFL class for young learners. A secondary purpose of this investigation is to measure the use of UDL principle and its impact on the development of reading comprehension, considering diversity in the classroom and different learning styles. The investigation was implemented in a third grade primary level class of a subsidized private school in Los Angeles, Chile. The study followed a pretest and posttest experimental - control group design. The study sample consisted of 32 students who were randomly divided into two groups: 16 students were in the experimental group and 16 students for the control group. The experimental group used UDL principle in every lesson, and the control group used traditional instruction. Findings of the investigation indicate that UDL principle is an effective tool for the development of English as a foreign language in young learners.

Key Words: Universal Design for Learning, young learners, English as a foreign language, reading comprehension.

RESUMEN

La finalidad de este proyecto de investigación fue explorar los principios del Diseño Universal para el Aprendizaje (DUA) como una herramienta efectiva en una clase de inglés como lengua extranjera en alumnos pequeños. Un segundo propósito de esta investigación es medir el uso de los principios del Diseño Universal para el Aprendizaje y su impacto en el desarrollo de la comprensión lectora, tomando en consideración la diversidad existente en el aula y los diversos estilos de aprendizaje. La investigación fue llevada a cabo con alumnos de tercero básico de un establecimiento educacional particular subvencionado de la ciudad de Los Ángeles, Chile. El estudio optó por la aplicación de un pre test y post test con un grupo experimental y un grupo de control. Los participantes del estudio fueron 32 alumnos quienes fueron divididos en dos grupos: 16 alumnos en el grupo experimental y 16 en el grupo de control. El grupo experimental usó los principios del Desarrollo Universal para el Aprendizaje y el grupo de control usó instrucciones tradicionales como de costumbre. Los resultados de la investigación indican que los principios del Desarrollo Universal para el Aprendizaje son una herramienta efectiva para el desarrollo de inglés como lengua extranjera en alumnos pequeños.

Palabras claves: Desarrollo Universal para el Aprendizaje, alumnos pequeños, inglés como lengua extranjera, comprensión lectora.

CHAPTER 1: BACKGROUND AND STATEMENT OF THE PROBLEM

1.0 INTRODUCTION

The goal of education in the 21st century is not only the mastery of knowledge but the mastery of learning a foreign language. Education should be the tool to turn inexperienced learners into expert learners-individuals who know how to learn, who want to learn, and who, in their own highly individual ways, are well prepared for a lifetime of learning.

Universal Design for Learning (from here UDL) is an approach that addresses barriers to make expert learners. Learners with disabilities are most vulnerable to such barriers, but many students without disabilities also find that curricula are poorly designed to meet their learning need (CAST 2011, p.4).

Universal Design for Learning helps to meet the challenge of diversity by suggesting flexible instructional materials, techniques, and strategies that empower educators to meet these varied needs. A universally designed curriculum is designed from the outset to meet the needs of the greatest number of users, making costly, time-consuming, and after-the-fact changes to curriculum unnecessary (CAST 2011, p. 4).

The professional training of all teachers is one of the bases upon which the quality of education sustains the equity of education that the pedagogical work faces. Based upon on my own teaching extensive experience I can state that English teachers have a little or do not have the training, experience and techniques which are required when working with diversity in a classroom. Initial English Teacher Education Programs offered in the Concepcion area offer little or no training on teaching methodology to work with diverse communities of learners nor training on ICT. (*Bases Curriculares, 2012*).

On the other hand, English language is a key area in the curriculum because of its importance as a means of access to different areas of knowledge and its nature of global language of communication. Through English, students can access a wide range of information through the media and technologies and learn about other cultures and realities.

The General Law of Education, (2009, GLE) defines education as the process of lifelong learning that encompasses various stages of people's life and aims to reach their spiritual, ethical, moral, emotional, intellectual, artistic and physical development through transmission and cultivation of values, knowledge and skills. It is part of the respect and appreciation of human rights and fundamental freedoms, multicultural diversity and peace, and our national identity, enabling people to lead their lives fully, to live and participate in a responsible, tolerant, compassionate, democratic and active in the community, and to work and contribute to the development of the country (Mineduc, Artículo 2, 2009).

By the same the GLE establishes principles, obligations and promotes changes in the way students are educated in Chile, in addition to the rights guaranteed in the Constitution and international treaties of Chile, as well as the right to education and freedom of teaching, the GLE is inspired by some principles such as quality, equity, diversity and integration. These last two are intended to promote and respect the diversity of educational processes and projects and incorporate students in a wide variety of conditions, which are in the ethnic, religious, economic and cultural environment. Educating in and for diversity must be shared among all members of an educational establishment and also in the educational process, having clear responsibilities and obligations.

In response to the attention to diversity from the 90's the School Integration Program (SIP) is created as a strategy which provides educational solutions to children with Special Educational

Needs (SEN) in regular education (Decretos N° 1/98 and N° 1300/02) and it is designed under the principles of UDL.

Later in 2009 a modification is made to the Special Education to the School Integration Project, the decree 170 is promulgated, and this set standards for determining students with SEN. This implies a process of changes in terms of health care coverage, stakeholders and strategies for working with students with SEN.

These strategies taken by the Minister of Education 2009 are a support for the attention to diversity and the achievement of quality and equity but if we consider the acquisition of a foreign language such as English, we see that one of the most obvious problems that the Chilean Educational System has to face is that not all students reach high levels of proficiency in reading and listening comprehension (SIMCE 2012) despite of the measures taken by MINEDUC (SIP and decree 170).

The factors can be different and several, but the important thing to finish with this problem is providing a good education from early age because is when children are more enthusiastic and lively learners. Teachers of children have to know that children within the same age groups may show similar characteristics but at the same time they are also very different as individuals with their strengths and preferences as learners and for this reason teachers have to use the most suitable materials and techniques to fit their learners in different contexts by incorporating variety into everyday practice. Teachers of young learners are the responsible to make their lesson full of stimulation for all learners' type and intelligences, allowing the acquisition of all the necessary skills and knowledge to face the academic or labor world (before graduating from high school) and where they can communicate and understand English.

For this, the MINEDUC in 2004 designed a program called English Opens Doors in order to design a public policy and establish technical leadership to increase availability, improve quality and make enforceable in Chile teaching English as a foreign language (EFL). In 2006, of the 36 measures taken in education two were directly related to English. Thus, the Chilean school system began experiencing important changes regarding the teaching and learning of English. The English Opens Doors program has three main lines of action:

1. Teacher Professional Development for Teachers of English as a foreign language.
2. Direct actions in the system and children: Support for schools and colleges through the National Volunteer Center Anglophone; summer and winter camps in English, speaking skills in English (Public Speaking) and English Debate Tournament; Scholarships abroad.
3. Measurement of levels of learning and achievement in the subsidized school system.

Despite the existence of English Opens Doors Program the SIMCE results of English are still low and students do not reach the standards set by MINEDUC which are based on the Common European Framework that requires the competences in the four skills but specially in reading and listening comprehension (MINEDUC 2004).

In this context, the Ministry of Education (MINEDUC, 2009), has promoted and enhanced the Universal Learning Development, which aims to contribute to improving the quality of education for all students, is premised on the assessment of individual differences and respect for diversity and the prospect of a more inclusive vision of education (*Orientaciones técnicas para PIE, 2012*).

According to the Center for Applied Special Technology (CAST) , UDL is a set of principles for developing the curriculum, providing all students equal opportunities to learn (CAST, 2011). That is, an approach that facilitates a curriculum design in which they have accommodated all

students, objectives, methods, materials and assessments based on the diversity and enable learn and participate at all, not from the simplification or homogenization through a single model for all, "one size fits all", but by the use of a flexible approach to participation, involvement and learning from individual needs and abilities. So this approach encourages teachers to design curricula, learning environments and assessments that are "smart from the start" (Pisha and Coyne, 2001). Designing teaching is necessary from the start given the diversity of students in class, considering its strengths, weaknesses, experiences and interests. Learning environment support the learning process of the students, if the necessary strategies are provided so that each and every one of them to face new challenges.

The importance of the teacher in the classroom is essential when delivering content and reach goals set by the Ministry of Education. Plan considering the diversity in the classroom is the task of the teacher should take into consideration both to develop effective methodologies and thus address the multiple learning differences, as well as in the process of formal and informal assessment.

As Brown (2001) clearly states teachers should consider the diversity of students when planning. For the most part, lessons plan to target most of the students in the class the ability to compose "average" range. But his lesson plan should also take into account the variation in the ability of their students, especially those who are well below or above the standard classroom (p.154). From this perspective, the present study's main objective is to determine the implementation and effectiveness of UDL principle as an effective tool for the development of reading comprehension in EFL class for young learners in a diverse classroom in a subsidized private school in Los Angeles, Chile.

1.1 STATEMENT OF THE PROBLEM

The purpose of this quasi experimental study is focused on study the effectiveness of the UDL Principle as an effective tool for the development of reading comprehension in EFL class of young learners.

The study subject is a mix class (16 students), of YEAR 3(8 years old) students of a private subsidized institution in Los Angeles city, Eighth Region in Chile.

Despite the recently EFL curriculum changes in our country, teaching English to young learners has not received much attention. Little has been written on teaching English to young learners and how an English teacher can work with diversity trying to achieve the same goal in all of them.

As a matter of fact the majority of EFL teachers in Chile have not received qualified training to teach diversity in the classrooms. Teaching English as a foreign language implies the developing on the communicative competences, which are mainly focused in offering learners the tools to face a global world and a wider access to technology.

In traditional EFL classrooms, the teaching of Reading Comprehension could be described mainly as follows:

1. Reading activities are restricted to the teacher reading everything, including instructions, short stories, and rereading what was written on the board.
2. Students' reading is confined to imitating flash cards and reading very simple sentences after the teacher.
3. Students begin every day with a new letter, learning the shape and memorizing words that start with the same letter
4. Students decode unfamiliar words using letter names instead of sounds.

5. Activities are all teacher-centered, and students memorize letter shapes and words (MINEDUC, *bases curriculares* 2012, pp.17, 18).

Based on the researcher's own and teaching practice, the implementation of this study is based on UDL principle to be used as an effective tool for the development of reading comprehension in English as a foreign language class for young learners.

In Chile quality of education for all Chilean students is the major goal. One of the highlights was the bilingualism. However, in practice and despite of all, the efforts have not achieved the goals.

The experience would show that one of the aspects involved is diversity in the classroom; it means that each student has individual learning needs to fully learn and develop as a person, requiring a response and individualized and comprehensive care (Warnock Report, 1978).

A second important aspect to be considered is not achieving the objectives proposed by the MINEDUC in English as a subject which is reflected in the results of SIMCE of English, measuring only two of the four linguistic skills.

Within the origins and causes that motivated the interest of this research is notable for revealing the processes of change in education, especially in teaching a foreign language and the implementation of effective strategies for teaching all students considering that these learn differently, have different learning rhythms, develop different skills: Therefore, it is important that teachers also possess expertise in their areas handling methodologies and approaches that target these differences in the classroom.

Hence, the MINEDUC proposes the principles of UDL, in response to the problem posed, this study will explore and study its effectiveness in teaching English as a foreign language in a Chilean classroom.

1.2 JUSTIFICATION OF THE PROBLEM

Learning a language has been a challenge for many years in our country, but it has been essential for globalization which requires bilingual people. In Chile, the Ministry of Education has been working on the development of new improvements to the current English education curriculum (*Inglés como Lengua Extranjera, Educacion Primaria, Bases Curriculares 2012*). However the compulsory teaching of English starts in Year 5 (children aged nine), therefore the great majority of young learners under nine years do not receive English teaching. Due to this situation, there is limited knowledge about appropriate practices to teach children. Moreover, limited number of research studies have been conducted in this area.

Bases Curriculares (2012) define English as a foreign language because is not used as a communicative language between habitants and students do not have immediately access to its use outside the classroom. On the other hand, *Longman Dictionary* (2010) defines a foreign language as “a language which is not the native language of a large number of people in a particular country or region, and is taught as school subject for the purpose of communicating with foreigners” (p. 224).

Learning a language has different purposes and motivation, becoming more difficult when this language is not spoken outside the classroom and when teachers do not use effective methodologies. In one hand every student is unique and has his own learning style and needs, and on the other hand, there are students who struggle to learn for any reason including learning disabilities, English language barriers and lack of interest, among others.

These learning barriers that exist in many classrooms are the way in which the main components of the goals, materials, methods, and assessments are too rigidly applied and lack the flexibility needed to meet the needs of diverse learners, especially those with disabilities and

where teachers have the responsibility of achieving goals for all learners. It is the teacher's challenge to provide students suitable tasks and rewards according to their individual needs. As a result, teachers create alternative methods for students which require extra time, are expensive, inefficient, and often ineffective for learning.

From this perspective it is important to consider the use of UDL because it is an approach which addresses barriers keeping students from becoming expert learners. A one-size-fits-all curriculum is a barrier to learning (CAST, 2000) and where its principles provide a blueprint for designing a curriculum that addressed the diverse needs of all learners and its effectiveness has had excellent results in different subjects, including English. For this reason it is important that teachers manage UDL principle as an effective tool for teaching English to young learners in a mixed class where children of all abilities enjoy working individually, in pairs or small groups and where more capable learners can often help weaker ones. Applying UDL to young learners in EFL reading activities will help students to feel confident and motivated to learn a foreign language.

The teacher-researcher designed an exploratory study to prove the effectiveness of UDL principle as an effective tool for the development of English as a foreign language in reading comprehension in young learners.

1.3 RELEVANCE OF THE STUDY

The relevance of this study is that UDL Principles achieves reading comprehension goals and it also achieves the goals of meeting individual students' (Rose, 2000). This research has the most potential to benefit English teachers educators and also the entire school community. The study also wants to provide some insight into how Universal design for learning principles can

be implemented in an English classroom of young learners developing best practices for educating all students. It is necessary to show that every student is unique and has the right to learn. This study will add to the literature on UDL.

1.3.1 Social Relevance.

In a classroom there is a variety of students with different cognitive characteristics, a particular family and social context. Each of them has specific educational needs and access learning experiences. The UDL helps to be up to the challenge of diversity by suggesting flexible instructional materials, techniques and strategies that empower educators to address and recognize these multiple needs.

Thus the UDL becomes as one of the main methodological strategies to improve the quality of learning for all students, because it uses a universal curriculum designed from the beginning to try to satisfy the educational needs of the greatest number of users, making unnecessary the costly process of introducing changes once designed "for some" the general curriculum.

This is evident in that teaching should be directed to all students and not just a group of them to achieve a learning of quality and equity.

1.3.2 Management Team relevance.

The practicality is directly related with the management of the educational institution directive team because they are the responsible of manage the changes in the classroom, in this case associated to the implementation of effective strategies through the Universal Design for Learning principles. They are also responsible to initiate and stimulate the changes in the system, in order to keep it and look at the behavioral effects and results.

That is, the directive team is the main responsible for knowing what it is and how it should work the UDL and ensure its development in favor of raising the quality of learning for all students, and independent of their physical, economic and social conditions and also in their learning styles.

1.3.3 Teachers' relevance.

This research will be useful for the English teacher because it will show the way how to implement the UDL principles in the classroom. It will allow teachers to deal with diversity, and will guide educators in finding innovative ways to make curriculum accessible and appropriate for individuals with different backgrounds, learning styles, and abilities. This paradigm for teaching and learning will give teachers the focuses on adapting the curriculum to suit the learner and not the learner adapting to the curriculum (Eagleton, 2008).

1.3.4 Students' relevance.

The study will attend students with different learning styles and rhythm of learning in the classroom, allowing them participation and motivation in the learning process. Students will be able to work individually and in groups designed by the teacher- researcher.

1.4 SCOPE AND LIMITATION OF THE STUDY

A scope of this study is the length of participants (16). The samples are not representative enough to generalize the results according to the Chilean Educational System since the study has been conducted in a subsidized school where there was not a comparison with other school with

similar characteristics. Thus, the findings may not represent practices of the teaching of English as a foreign language in public or private schools.

The data gathered for the analysis of the results corresponds to the Pretest and Posttest instruments, and to the treatment given to participants during the study.

The time of study was limited by 8 hours divided in 8 sessions.

One of the limitations of this study was the low number of participants. All of them were in third grade in the same classroom not having a similar group.

1.5 PURPOSE OF THE STUDY

The aim of this study is to explore the efficacy of UDL principles as an effective tool for the development of English as a Foreign Language in reading comprehension for young learners. The study has two important purposes, one is to apply UDL principle in English classes of young learners and the second is to determine the use of UDL principle and its benefits for every student. The study is planned in order to intervene two groups of students of third grade in a Chilean subsidized school in Los Angeles city. The intervention is focused to answer the research questions of the study, based on the given general and specific objectives of this experimental study.

1.6 OBJECTIVES OF THE STUDY

1.6.1 General Objective.

To explore the UDL principles as an effective tool for the development of Reading Comprehension in EFL class for young learners.

1.6.2 Specific Objectives.

1. To determine the use of UDL principles as an effective tool for the development of Reading comprehension in young learners.
2. To analyze the effects after the application of UDL principle in English classes in an experimental and control group of young learners.

1.7 RESEARCH QUESTIONS

1.7.1 Main Question.

How effective is the application of UDL Principles in the development of Reading Comprehension for Young Learners?

1.7.2 Subsidiary Questions.

1. Which are the effects after the application of UDL principle in an experimental and control group in EFL classes of young learners?
2. Does the use of UDL principle help young learners to achieve the same goal in Reading comprehension?

CHAPTER 2: REFERENTIAL FRAMEWORK

2.0 INTRODUCTION

UDL is an educational framework that was defined by Rose of the Harvard Graduate School of Education and the Center for Applied Special Technology (CAST) in the 1990s. UDL has helped teachers to design lessons accessible to all students, sustained in the three overarching principles of engagement, representation, action and expression. It is based on research in the learning sciences, including cognitive neuroscience that guides the development of flexible learning environments that can accommodate individual learning differences.

UDL has had good results in different states in United States and in Europe.

In this chapter several researchers will be exposed in order to demonstrate the effectiveness of UDL principles.

2.1 RESEARCHES ON UDL

UDL was initially proposed as a means for including students with disabilities in the general-education classroom, it is now better understood as a general-education initiative that improves outcomes for all learners.

CAST, an American nonprofit research and development organization, founded in 1984, has developed research on UDL, as a transdisciplinary approach that synthesizes insights from the fields of developmental psychology, neuropsychology, neuroscience, and education research, as well as from education practice. David Rose is one of the founders of CAST, a researcher and promoter of UDL worldwide.

CAST has made available a reference website with useful learning tools and quality resources to help teachers develop UDL strategies. In conjunction with Google, to celebrate World Literacy Day in 2008, UDL editions of classic works from literature were published, allowing individualized support to many different kinds of learners.

The research that supports UDL falls into four categories: (1) foundational research of UDL, (2) research on the UDL principles, (3) research on promising practices, and (4) research on implementation of UDL.

(1) Foundational research on UDL this draws from a variety of research including the fields of neuroscience, the learning sciences, and cognitive psychology. It is deeply rooted in concepts such as the Zone of Proximal Development, scaffolding, mentors, and modeling, as well as the foundational works of Piaget (1947), Vygotsky(1978), Bruner(1961), Ross(1976), Wood (1976), and Bloom (1956), who espoused similar principles for understanding individual differences and the pedagogies required for addressing them.

(2) Research on UDL principle is also grounded in modern neuroscience. The three basic principles are built upon the knowledge that our learning brains are composed of three different networks, recognition, strategic, and affective. The Guidelines align these three networks with the three principles (recognition to representation, strategic to action and expression, and affective to engagement). This empirical base in neuroscience provides a solid foundation for understanding how the learning brain intersects with effective instruction.

(3) Promising lines of research include work identifying the specific practices that are critical to meeting the challenge of individual differences—research that has been amassed over decades and by many different researchers. These studies are labeled as “promising” because they appear to fit within the UDL framework, but they have not been tested in a UDL environment or using

the framework. It is important that these practices are studied within a UDL environment for them to be considered effective UDL practices.

(4) Implementation research offers specific applications of UDL within learning environments, including conditions necessary for implementation, common barriers, and lessons from the field. This new area of research is in its early stages but will take a more prominent place as full-scale curricular applications and system-wide implementations are developed (CAST 2012, para. 4).

2.1.1 UDL brain research and the learning process.

Shaywitz and Shaywitz (2004) Shaywitz et al. (2006) found that individuals with reading disabilities, particularly teens and adults with dyslexia, use different areas of the brain to decode words and comprehend passages, compared to non-impaired individuals. Functional magnetic resonance imaging (fMRI) allows real-time imaging of the brain as it processes information and has revealed that there is a difference between the images of non-impaired individuals and individuals with dyslexia.

Each UDL principle is built upon how information is processed during learning activities and the three guiding principles of UDL are the basis for creating a more accessible curriculum (Rose & Meyer, 2002; 2006). Before discussing the UDL principles, it is necessary to understand what brain research revealed regarding neural activity during the learning process. Positron Emission Tomography (PET) brain scan images fMRI of individuals given the same task, reveals differences in brain activity.

The neural networks in the brain, although generally similar, have varying degrees of differences while completing specific tasks. Rose et al. (2002) identified “three primary brain

networks by terms that reflect the network functions: the recognition, strategic, and affective networks” (p. 12).

The recognition network of the brain receives and analyzes information, and recognizes patterns such as familiar faces, decoding phonetic patterns, and words in context. “Although human brains all share the same basic recognition architecture and recognize things in roughly the same way, our recognition networks come in many shapes, sizes and patterns”. Although PET scans may show the same area of the brain with increased activity during the recognition learning process, “the exact magnitude, location and distribution of the increased activity varies quite a bit” (Rose & Meyer, 2002, pp. 17, 18).

Much of what we do repetitively might be processed through the strategic network of the brain. For example, when learning to ride a bike, you first observe the entire process of someone else riding. When it is time for you to learn, the steps to riding the bike are broken down and you concentrate on each one until mastered. As you practice, the process becomes easier to a point that you can get on a bicycle and ride without thinking of each step independently; it becomes a more automated action. Similarly, as you listen to a lecture, you take notes of the important points. However, when you were first asked to take notes, you probably tried to write down everything the teacher said. The process eventually became a more learned, strategic process. Much like the recognition network, there are learner differences within the strategic network. Not all students will take notes in the same manner, solve a problem using the same steps, or compose exactly the same essay. These differences support the need for the second UDL principle: provide multiple, flexible methods of expression (Coyne et al., 2006; Rose & Meyer, 2002). The affective network evaluates priorities, and selects actions to complete a task. The affective networks “process different kinds of emotional information simultaneously and

communicate closely through myriad interconnections to create a whole affective impression” (Rose & Meyer, 2002, p. 32). Emotional responses and stimuli create the affective processing inherent in the learning process. Like the recognition and strategic networks, the affective network differs for each individual. “Affective differences exert powerful influences on learners’ ability to engage with learning and to progress” (Rose & Meyer, 2002, p. 34). Knowing that the affective network influences a learner’s ability to engage in the learning process, the third principle of UDL supports the need to address the affective network: provide multiple, flexible options for engagement (Coyne et al., 2006; Rose & Meyer, 2002).

2.2 UDL IMPLEMENTATION

UDL has been implemented in different areas with different participants and contexts. UDL implementation is a process of change that tends to occur in a recursive, continuously improving cycle of learning and progressing. Baltimore County Public Schools in Maryland and Bartholomew Consolidated School Corporation in Indiana, which have had implemented UDL.

The implementation was supported by CAST who believes that after integrating systems change research with the UDL principles this could provide school staff with a customized, cascading, series of professional learning opportunities, professional coaching, facilitation, supports, resources and tools needed to assist districts throughout the UDL implementation. This is an important distinction that makes UDL implementation different from other initiatives that attempt to hold participants to a specific, regimented implementation approach. The UDL implementation process is not a set of protocols that everyone does in exactly the same way. The four participating districts were as varied and complex as the students in their classrooms, so each district’s approach to UDL implementation was different. Each district identified the

structures within their system and anticipated different paths and plans for scaffolds and supports that would meet the needs of their own unique system to move forward toward scaling and optimizing UDL implementation.

Even though five phases of UDL implementation have been identified, it is also recognized that each school, district or higher education institution will approach the UDL implementation process in a unique manner. The five phases within an integrated dynamic process of UDL implementation, adapted from Fixsen, Naoom, Blase', Friedman, and Wallace (2005), are: (1) Explore, (2) Prepare, (3) Integrate, (4) Scale, and (5) Optimize. These are not rigid stages but instead are fluid and recursive in nature. The UDL Principles are purposefully infused throughout the process. For example, each phase includes three focused goal areas aligned with the three UDL principles. Implementation phases may exist as discretely separate, sequential periods of focus for some schools or districts or they may overlap or repeat in an iterative manner. The graphic below offers another way of thinking about the UDL implementation process that highlights its iterative, continuously improving aspects (CAST 2012, para. 3 and 4).

UDL implementation

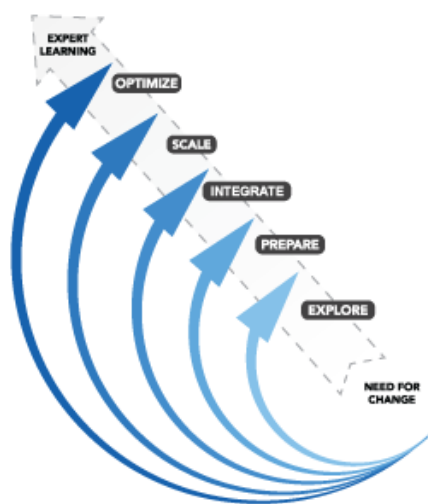


Figure 1. The five phases within an integrated dynamic process of UDL implementation, adapted from Fixsen, Naoom, Blase', Friedman, and Wallace (2005).

1. Baltimore County Public School (BCPS): is the 26th largest school system in the U.S. It is a geographically and demographically large district that surrounds the city of Baltimore, Maryland. Like most school districts, BCPS is constantly undergoing change. During the year of the project the district hired a new superintendent who brought a different management style, background knowledge and new priorities. An important factor to consider when looking at school districts in Maryland is that the Maryland Department of Education proposed and the Maryland State Board of Education adopted regulations in June 2012 that require all local districts to use Universal Design for Learning in the development of curriculum and selection of instructional materials beginning in the 2014-2015 school year.

BCPS was prepared for this legislation. Since the mid-1990s, UDL has been part of professional development provided through the Office of Assistive Technology. By collaborating with content offices and instructional technologists, the Assistive Technology (AT) team worked to demonstrate that UDL benefited all students, not only students with disabilities.

Some of the activities that BCPS initiated during the Explore Phase of UDL implementation were: 1) curriculum and instruction staff participated in UDL symposiums, 2) teacher and instructional leaders participated in UDL book studies, 3) all curriculum writers received UDL professional development, 4) school administrators participated in UDL awareness activities and all principals attended a UDL workshop. The Aspiring Leaders Program, a requirement of entering the administrative pool at BCPS, added UDL professional development to its offerings as well (CAST 2012, para. 1 and 2).

2. Bartholomew Consolidated School Corporation (BCSC): is a rural school district of seventeen schools located in Columbus, Indiana, 45 miles south of Indianapolis. It is a cohesive community with very little administrative or teacher turnover. In 2003, a special education

coordinator, inspired by a presentation at a conference, brought the idea of Universal Design for Learning to BCSC. Even though the district had a high percentage of their special education population integrated into regular classrooms they knew that these students were not experiencing the successes that were possible. A single pilot school dedicated to using the UDL framework was started as part of a statewide UDL initiative called the PATINS project. Today, UDL principles are applied to some degree in all of the district's 19 schools. During the UDL Implementation project the district educators at all levels used a self-evaluation tool to help identify areas of need, resources and to find holes in the system. "UDL made sense for our district because the neuroscience behind UDL aligned with the district beliefs about how each student is different and learns differently," explains Bill Jensen, Director of Secondary Education. He continues, "For teachers implementing UDL can be daunting, especially today when they have so many pieces they must be accountable for, like the Common Core Standards and high stakes testing where there is a narrow accountability system that is strangling creativity and innovation in the classroom (CAST 2012, para. 1).

2.3 CONCLUSION

Taking into consideration the studies and application made on UDL principles and its effects on students, the teacher-reporter is convinced that exploring UDL principle in her context will prove the effectiveness and benefit of this approach in developing reading comprehension in EFL mix class of young learners.

CHAPTER 3: THEORETICAL FRAMEWORK

3.0 INTRODUCTION

The theoretical framework provides the background that supports the investigation. This chapter is organized in a manner that helps the reader to understand the researcher's perspective and purpose of her exploratory research.

This chapter is divided in three main thematic areas which this study is based upon : (1) Universal Design for learning; (2) Young Learners and (3) Development of Literacy in Young Learners.

The first part it is an overview of Universal Design for Learning. The second part the main topic is young learners. In this section all their characteristics are described and how children learn.

The third part the main topic is the Development of Literacy in Young Learners and is related to reading and its processes, micro skills and strategies.

3.1 UDL

In the 1950s, the concept of "universal design" emerges as a necessity in architecture to have building environments free of obstacles, the idea was to remove obstacles for people with physical disabilities.

In 1984 the Center for Applied Special Technology (CAST) is created with the aim of use technology to improve the quality of education of students with disability and after years of research identified a strategy based on the flexible use of methods and materials called Universal Design for Learning (UDL).

The presence of UDL in education has gained interest and it has been defined in the Higher Education Opportunity Act as:

Scientifically valid framework for guiding educational practices that:

(A) Provides flexibility in the ways of presenting information to students, ways to respond or demonstrate knowledge and skills, and the ways in which students may be involved in this process and

(B) Reduces barriers in instruction, provides appropriate accommodations, supports, challenges and maintains high achievement expectations for all students, including students with disabilities and students with limited English proficiency (U.S Department of Education, 2008, p. 24).

The approaches of UDL are based on advances in architectural design, evolving technologies for education, and the results of investigations into the brain. As reference, UDL uses concepts from neuroscience and cognitive psychology, influenced by artists such as Bruner (1983), Piaget (1970) and, especially, the Zone of Proximal Development and scaffolding proposed by Vygotsky (1962).

One of the clearest and most important revelations stemming from brain research is that there are no “regular” students. The notion of broad categories of learners- smart, not smart; disabled, not disabled; regular, not regular- is a gross oversimplification that does not reflect reality. By categorizing students in this way, we miss many subtle and important qualities and focus instead on a single characteristic (Rose & Meyer, 2002, p. 38).

Rose and Meyer (2002) describe that the brain has three ways of processing information based on neuroscience research.

1. Recognition networks are specialized to sense and assign meaning to patterns we see; they enable us to identify and understand information, ideas, and concepts. (The “what” of learning).

2. Strategic networks are specialized to generate and oversee mental and motor patterns. They enable us to plan, execute, and monitor actions and skills. (The “how” of learning).

3. Affective networks are specialized to evaluate patterns and assign them emotional significance; they enable us to engage with tasks and learning and with the world around us. (The “why” of learning).

In connection with the brain networks emerge the fundamental principles of Universal Design for Learning. According to Rose and Mayer (2002), studies made on the UDL show three fundamental principles in the application of this model to education:

- Principle 1: Provide multiple means of representation to give students various ways of acquiring, processing, and integrating information and knowledge.
- Principle 2: Provide multiple means of action and expression to provide students with options for navigating and demonstrating learning.
- Principle 3: Provide multiple means of engagement to tap individual learners’ interests, challenge them appropriately, and motivate them to learn (Rose and Mayer, 2002, p.39).

UDL Guidelines



Figure 1. UDL Guidelines. Source: CAST 2012. <http://www.cast.org/research/udl>

UDL supports its foundations in learning to learn, which means that each student must be aware of their own level of understanding and the process involved, but also on attitudes and feelings that the learning process requires. Using UDL principles in the classroom first increases students' participation, interest for learning, and second, they gain knowledge and skills for learning and this is validly assessed. On the other hand, using the principles of UDL makes

curriculum and instructions accessible and engaged, curriculum barriers are reduced and learning is supported being an equal and where learning has quality for all.

3.2 YOUNG LEARNERS

Young learners are supposed to be children from the first year of formal schooling (five or six years old) to eleven or twelve years of age. However, the age of children is not crucial for how mature they are.

According to Phillips (1993, p. 38) “there are many factors that influence children’s maturity: for example, their culture, their environment (city or rural), their sex, the expectations of their peers and parents.” It is individual how quickly the children develop. There is a difference between how skilled the children are not depending on their different ages. Some children develop later than others.

Ytreberg (1990) assumed that five to seven year old children are all at the same beginner level. The eight to ten year olds may also be beginners, or they may have been learning the foreign language for some time, so there are both level one and level two pupils in the eight to ten age groups.

3.2.1 Characteristics of younger and older learners.

Younger learners (under 7)	Older learners (7-12)
<ul style="list-style-type: none"> Children are at pre-school or in the first couple of years of schooling. 	<ul style="list-style-type: none"> These children are well established at school and comfortable with school routines.
<ul style="list-style-type: none"> Generally they have a holistic approach to language, which means that they understand meaningful messages but cannot analyse language yet. 	<ul style="list-style-type: none"> They show a growing interest in analytical approaches, which means that they begin to take an interest in language as an abstract system.
<ul style="list-style-type: none"> They have lower levels of awareness about themselves as language learners as well as about process of learning. 	<ul style="list-style-type: none"> They show a growing level of awareness about themselves as language learners and their learning.

<ul style="list-style-type: none"> • They have limited reading and writing skills even in their first language. 	<ul style="list-style-type: none"> • They have well developed skills as readers and writers.
<ul style="list-style-type: none"> • Generally, they are more concerned about themselves than others. 	<ul style="list-style-type: none"> • They have a growing awareness of others and their viewpoints.
<ul style="list-style-type: none"> • They have a limited knowledge about the world. 	<ul style="list-style-type: none"> • They have a growing awareness about the world around us.
<ul style="list-style-type: none"> • They enjoy fantasy, imagination, and movement. 	<ul style="list-style-type: none"> • They begin to show interest in real life issues.

Figure 1. Teaching Young Language Learners (Pinter, 2006, p. 32)

3.2.2 How children learn

The most important factor in teaching and learning in any setting is the learner. Learners of any age differ from one another in significant ways: Individuals may learn best through listening or reading, they may learn more easily alone or within a small group, they may require heavy visual reinforcement or learn better through verbal explanations, or they may respond better to a sequential or to a random organization of materials.

Each learner's experiences differ from those of class peers in a variety of ways. Children and young adolescents, however, differ from older learners in certain patterned and predictable ways as they progress through stages of development.

Young learners are always eager to learn, being an active process. Parents and teachers can testify how actively they are involved when they are interested in a specific topic. When children are motivated to learn, they are very happy to try new things. Children learn through their exploration and play and exploring can refer to things in concrete terms (for example, playing with a ball or building a castle with toy bricks) or in abstract terms in conversation with others.

3.3 DEVELOPMENT OF LITERACY IN YOUNG LEARNERS

In most contexts children do not have a strong background in oral English when they start reading or writing. Their oral proficiency is familiar with a wide range of songs, rhymes, and stories in English which carry everyday phrases and words useful for guessing words or for phonic work. The point of similarity is that the children have some understanding about what reading is. With regard to the strategies they bring, how they learn to read in their mother tongue can influence their reading in the second language. They are likely to use strategies that worked in their first language reading, such as spelling, trying to sounds things out, comparing sounds and letters (Pinter 2006, p. 68).

Young learners are in the process of learning to read in their own language and whether or not they master the skill in their own language this will have an effect on the initial stages of teaching reading in English because they will already be familiar with most of the techniques of reading, with word divisions, sentence links, paragraphs, how letters relate to sounds, how the illustrations help them to understand what is going on (Scott and Ytreberg, 1990).

Several key theories, based on beliefs about the L1-L2 relationship in literacy and language development, have greatly influenced the research on literacy for Young English Language Learners (ELLs). Cummins's (1981,1984,2000) notion, originally developed as part of his developmental interdependence hypothesis, in one's L2 involves developing academic language, as distinguished from informal, oral, everyday communication. In formal oral language, speakers can make use of shared background knowledge, as well as elements in their surrounding physical context to make meanings clear and can get immediate feedback about what they do or do not understand. In academic language, on the other hand, a different type of language is involved; according to Cummins (2000), this language is more "cognitively demanding" and "context

reduced”. Cummins proposes that academic language is related to a “common underlying proficiency”, a set of skills and knowledge that, if learned in one’s L1, can also be used in the development of skills in one’s L2. When children begin school in an L2, it is this academic language that they need to develop, both for engaging in discussion and for the critical analysis of complex ideas and, especially for learning to read and write critically, the means through which they will encounter many of the new concepts they learn in school (Celce-Murcia 20013, p. 156).

According to Scott and Ytreberg (1990) the majority of students between eight and ten years old are able to read a bit in their own language and most seem to have little difficulty in transferring their reading skills to English. This means that teachers can spend much less time teaching the mechanics of reading and concentrate more on content.

L2 literacy is similar to L1 literacy in certain basic ways; thus, English language learners L1 literacy background is helpful for developing L2 literacy. Studies investigating the development of both word-level (word reading and spelling) and text- level (reading comprehension and writing) skills have found that “although some L2 learners may progress at slower rates than native speakers, their growth in literacy generally follows similar developmental paths” (August & Shanahan, 2010, p. 211). Researches generally agree that many of the same skill used to read and write in one’s L1 are also involved in one’s L2. Children who already know how to read and write and their L1 can use it in a variety of ways to learn to read and write English more quickly and easily than children who do not have that knowledge (August & Shanahan, 2006, 2010; Riches & Genesee, 2006).

They use what they know about the sounds system to figure out how to sound out and spell words in the L2; how letters or symbols in the printed text represent words, ideas, and meanings;

and how different genres of text use language in specific ways and present information using different system of organization and for different purposes. Children find it easier to write in genres of text they have been exposed to previously, a good argument to introducing them to a variety of reading genres-they can then reflect and build on this when they write (Celce-Murcia, 2013, p. 157).

3.3.1 Reading Processes.

Led by Goodman's work (1970) the distinction between bottom-up, and top-down processing became a cornerstone of reading methodology for years to come.

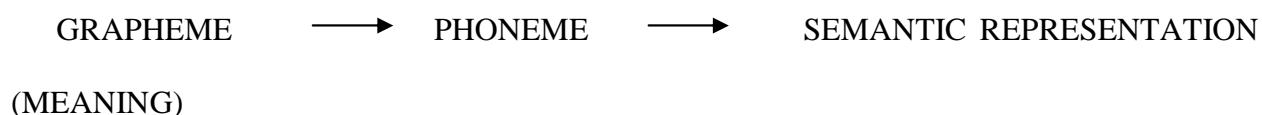
1. Bottom-up

Readers must first recognize a multiplicity of linguistic signal (letters, morphemes, syllables, words, phrases, grammatical cues, discourse makers) and use their linguistic data-processing mechanisms to impose some sort of order of these signals. This bottom-up processing operation is analysable as a "mechanical pattern in which the reader creates a piece-by piece mental translation of the information in the text". In a strict bottom-up view, readers linearly process "each word letter-by- letter, each sentence word-by-word and each text sentence by sentence" (Grabe & Stoller, 2002, p. 32).

A strong proponent of bottom-up account of reading, Gough (1972) claimed that reader recognize symbols (e.g., letters) almost instantaneously, then converting them into phonemic equivalents (p.335).

LaBerge and Samuels (1974) proposed a more well developed bottom-up processing model where readers automatize reading skills. To achieve automaticity, readers initially practice

macro-level processing skills such as grapheme identification in a controlled, deliberate way. With practice, processing skills gradually become automatic, thereby relieving demands on working memory (Anderson, 1995; Nuttall, 1982; Schunk, 2000). The LaBerge and Samuels (1974) model involves perceiving print information which is then sent to various locations in the brain for processing, they held that readers associate the visual representation of spelling patterns, words, phrases, and sentences with phonological memory and then with semantic memory, as in the following schematic:



2. Top down

A salient feature that distinguishes top-down from bottom-up is that the former “assume that reading is primarily directed by readers goals and expectations” (Grabe et al.2002, p.32). Readers initiate the reading process with expectation about texts and the information that the texts present. In engaging with texts, readers sample information to determine which expectations were accurate, modifying expectations that do not match text content. In sampling, effective readers direct their eyes to the passages most apt to contain the information they seek, “these expectations might be created by a general monitoring mechanism (i.e., an executive control processor)” Grabe et al (2002, p. 32).

Reading as a guessing game. Goodman (1968) referred to this top-down view of reading as a psycholinguistic guessing game in which readers deploy grammatical and lexical knowledge to depend less and less in the lineal decoding of graphemes and encoding of graphemes into phonemes emphasizing the “cognitive efficiency involved in a reliance on existing syntactic and

semantic knowledge” (Hudson, 2007, p. 37), Goodman’s top-down model favoured direct interaction between print and meaning, as this schematic shows:

GRAPHEME —→ MEANING.

Goodman nonetheless acknowledged that text decoding could entail three sequential components:

GRAPHEME —→ PHONEME —→ MEANING.

3.3.2 Micro skills for Reading

Alexander and Jetton (2000) described skills as “essential academic habits”(p. 296). For Grabe et al (2002) reading skills “represent linguistic processing abilities that are relatively automatic in their use and their combinations (e.g., word recognition, syntactic processing (p.15). Goodman (1967, 1969, and 1986) and Smith (2004) hold the premise that reading can be broken down into component skills: Top-down perspectives assume that language and literacy are learned as a whole through communication.

Proctor and Dutta (1995) proposed a useful componential view in which reading skill is “goal directed”, “highly integrated and well organized”, “acquired through practice and training,” and gradually automatized. They also held that “cognitive demands are reduced as skill is acquired” and that reading can be analysed in terms of perceptual, motor, and cognitive operations (p.18).

Hudson (2007, p. 103) identified four reading skill categories: (1) decoding (word attack) skill; (2) comprehension skills; (3) fluency skills; and (4) critical reading skills.

Reading for comprehension necessitates “very rapid and automatic processing of words, strong skills in forming a general meaning representation of main ideas, and efficient coordination of many process under very limited time constraints” Grabe et al.(2002, p.14).

In a synthesis of reading skills research, Rosenshine (1980, p. 47) observed seven sub skills areas which break down the four broad skill categories in more specific functions.

Reading Subskills.

• Information sequence recognition
• Recognition of word in context
• Identification of main ideas
• Decoding of details
• Inferencing
• Cause and effect recognition
• Comparing and contrasting

Figure 1:Teaching Readers of English. Source: Rosenshine (1980, p.47)

Three Level Descriptions of Reading Skills.

LEVEL 1	LEVEL2	LEVEL3
Decode print	Identify graphemes, syllables, words, word boundaries, phrases	Scan, fixate, anticipate, classify, test, match, verify hypothesis
Make sense of print	Assign meaning to words, phrases, and sentences	Anticipate grammatical and semantic categories, match and verify hypothesis
Question print-based messages	Identify discrepancies among divergent messages	Retrieve information from long-term memory,

	and between text content and what is known	compare, make inferences
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Figure 2: Teaching Readers of English. Sources: Hudson (2007), Koda (2004);Lunzer, Waite, and Dolan (1979); Nuttall (2005).

3.3.3 Reading Strategies.

It is important to be clear that a consequence of skills research involves the identification of reading strategies, which many contemporary reading experts believe to be learnable and teachable.

Strategies consists of “actions selected deliberately to achieve particular goals” (Paris, Wasik, & Turner, 1996,p.611). Strategies are “deliberate, goal/problem-oriented, and reader-initiated/congrolled” (Koda, 2004, p.205) according to Chamont and O’Malley (1994) proposed three strategic categories, commonly referenced in the literature and these are: (1) Cognitive strategies that enable readers to complete cognitive tasks during reading (e.g., inference, word analysis), (2) Metacognitive strategies, in contrast, regulate cognitive processing, as when readers monitor comprehension or correct inaccurate predictions and (3) social and affective strategies permit learners to interact cooperatively with peers and teachers during reading tasks. Socio affective strategies might include seeking the meaning of unfamiliar words from a peer or confirming a prediction with a teacher (pp. 82, 107).

According to Brown (2007) there are ten reading comprehension strategies which can be applied in the classroom in order to improve this skill and these are:

1. Identify the purpose of reading,
2. Use graphemic rules and patterns to aid in bottom-up decoding,
3. Use efficient silent reading techniques for improving fluency,

4. Skim the text for main ideas,
5. Scan the text for specific information,
6. Use semantic mapping or clustering,
7. Guessing,
8. Analyze vocabulary,
9. Distinguish between literal and implied meanings and
10. Capitalize on discourse markers to process relationships (p. 132).

CHAPTER 4: METHODOLOGICAL FRAMEWORK

4.0 INTRODUCTION

This chapter describes the methodology, context, treatments applied in the investigation and procedures of study in order to answer the research questions:

1. How effective is the application of UDL Principle in the development of reading comprehension in Young Learners?
 - a) Which are the effects after the application of UDL Principle in an experimental and control group in EFL classes of young learners?
 - b) Does the use of UDL principle helps young learners to achieve the same goal in English class?

4.1 TYPE OF STUDY

This research corresponds to a quasi-experimental method which uses quantitative and qualitative methods. A Quantitative Study since the results gathered at the end were objective and empirical and helped to answer the research question. And a qualitative study since there is a table of observation of each intervention.

According to Cohen and Manion (2007) “the field or quasi-experiment in the natural setting rather than the laboratory, but where variables are isolated, controlled and manipulated” (p. 274). Being, in this case a classroom the setting in which this research is conducted.

The paradigm for this study it is a positivism approach because according to Cohen et al.(2007), it is based on sense experience and can be advanced only by means of observations and experiment (p.9).

Thus, it was decided to use a non-equivalent (pre-test and post-test) where the sample conveyed two groups, this is to say experimental group and control group in order to maintain a reasonable level of objectivity. Both groups were selected keeping in mind their similar characteristics in relation to age, gender, context and level of English.

The research will compare two similar groups (same age, grade and level of English) in where one will be an experimental group and the other will be a control group.

4.2 THE CONTEXT

4.2.1 The Community Context

This study was conducted in a subsidized school called Colegio Santo Tomas, located in Los Angeles, Eighth Region in Chile. According to Censo (2012), the population of Los Angeles is about 187,494 inhabitants. People with a professional degree have been increasing in the last decade, having a significant percentage of the working class. In general terms, the population is classified in a range between high, low-middle and middle class families (Informe *completo Censo*, 2012).

The education in Los Angeles as the rest of the country is divided into public, private and subsidized schools. There are also universities and institutions which support the development of the city increasing the amount of students in the area.

4.2.2 The School Community.

Colegio Santo Tomás de Los Angeles belongs to a congregation of schools in Chile. It is located in Los Angeles city. It has catholic orientation based on Santo Tomas de Aquino who

gives a philosophy of faith and culture. For this educational institution it is essential to promote values such as tolerance, confidence, and respect. Teaching for life is one of the main goals, and also, getting high academic results.

Santo Tomás is a subsidized private school with a monthly parents' financial support of \$70.000 where 80% of the payment is done by parents and 20% correspond to students who have got free schooling because of their economic situation.

The school population is formed by 515 female and male students with a level of education that goes from Kindergarten to high school level and with a low percentage of vulnerable students who receive a scholarship. There are 60 students who are part of the Integration Program which start with students from second grade primary school to first secondary education and where most of the cases are students with Attention Deficit Hyperactive Disorder (ADHD).

The community of Santo Tomas is composed by a principal, five inspectors, one technical teacher, a psychologist, a secretary, five assistants, and thirty six teachers. For those students who present special educational needs, there is an integration department which is composed by three specialist teachers and one educational psychologist who work in the class trying to incorporate them as the rest of the students.

As a catholic school, there is a department which prepares monthly activities out of the school. These activities let students; teachers and parents know more about catholic religion and internalize different values. There is also a parents department, which support extracurricular activities being an active group of people within the community.

Most of the families are upper middle class, having a high number of professional parents. This situation let students have tutor teachers at home. During the year parents participate in

different activities, supporting projects such as the anniversary of the school and promoting a familiar environment.

Santo Tomas also has different extracurricular classes which help students in other areas such as: athletic, football, volleyball, rugby, gymnastic, ballet and play acting. All these factors support a good and correct educational environment. Each member of the school sees Santo Tomas as a family and warm place where all are important and respected.

4.3 IMPORTANCE OF ENGLISH

English is very important in Santo Tomas having a special English school program which is supported by MacMillan editorial. The MacMillan editorial and special supporters elaborated a project in 2009 to start English learning from kindergarten to fourth secondary education, extending the amount of hours for this subject from the Minister of Education which consists in two hours a week for fifth and sixth grade, three hours a week for seventh and eighth grade and four hours a week for high school students.

After analyzing the reality and needs that the country and Santo Tomas community have based on increasing the level of English and become a bilingual country Santo Tomas decided to extend the amount of hours of English classes and Macmillan editorial designed a special program which consists in having classes of English from kindergarten to eight grade with a total of five hours per week and four hours per week for high school students.

Another important aspect that Santo Tomas considered for its achievements was the use of material and technology (Books, Cd room, computer lab classes). The text books used in English classes are:

From Pre-k to 6th grade: *Next move*

7th grade : *American Inspiration for teens 3*

8th grade : *American Inspiration for teens 4*

High school

1st : *American Inspiration for teens 5*

2nd : *American Inspiration for teens 6*

3rd and 4th : *American Inspiration for teens 4.*

Every book is divided in two parts: students' book and workbook. The students' book has a CD that students can use at home and reinforce dialogues and songs. On the other hand the workbook reinforces grammar, vocabulary and reading comprehension. The teacher's material for these books has quizzes, extra activities and a CD which allows teachers to work with dialogues and listening comprehensions activities.

The format of Next Move books is based on different countries and through this topic vocabulary, grammar and phonics are taught. The students' CD is interactive and they have to use a computer at home in order to exercise elements seen in classes. This Cd allows parents and students work as a family and incorporate them into English classes, increasing the participation and interest of the language but also increase knowledge about new cultures.

For high school students there is a special program which is supported by EF (English Foreign language). This program consists in a computer lab classes which goes from 1st and 2nd high school students being an interactive class (two hours that are supervised by the English teacher and three hours at home where students can work in their own time). Before starting classes students have to take an initial test which locates them into a level: elementary, pre intermediate, intermediate and advance level.

After that, students have to complete activities and take tests which are supervised by the English teacher but also by an international teacher from United States that works for EF program. Students can also chat with international students from United States and help each other in their process of learning English and Spanish because Santo Tomas students can help American students to learn Spanish.

For students this type of platform is very motivating because they feel that the effort and commitment that they do will help them to reach higher levels of English and use it in the future apart from getting an international certification which can be used in the university and show their level of English letting them omit English as a subject.

Extra material for high school students

KET book

PET book

EF CD room

As a result MacMillan editorial and their supervisors organize lesson plans for every class in every level elaborating also tests, exams and quizzes. They organize meeting where teachers from every Santo Tomas have to attend. In those meetings native speakers and MacMillan's members explain activities, in order to develop the four skills. They explain how to work with different learning styles using several tools. For Santo Tomas School it is very important to achieve high levels of English in national and international tests such SIMCE of English, KET and PET. Teachers must have the proficiency in the four skills and manage methodology and take tests which can show their levels such as TKT and First Certificate.

The English Department is stepped by three full time teachers that work in their levels: primary, middle and high school. The English staff gets together once a week, in order to plan

weekly lessons, to share learning experiences, to evaluate and plan improvement projects for those classes in which students do not have a good performance in language learning. During these meetings teachers also have to plan monthly classes and organize activities which increase interest and participation and are promoted by the Minister of Education “English open door” such as Spelling Bee, Public Speaking and Debates but teachers also plan activities inside the school such as English Festivals and Talent Shows which have actively participation.

Admission procedure includes an English language placement writing test which shows their level of English. Students who have a low level of English are assisted by the teacher and advanced students who help them during classes. The idea of using monitors in classes is to achieve in those students with low level a high and better understanding of the language. For this reason, students work in pairs or groups developing cooperative learning.

In the case of students with special needs who are new, the educational psychologist gives them a test where their learning styles, cognitive process and skills are evaluated and then they are located into the special program called PIE (Programa de Integración Educativa) where the integration department composed by three specialist teachers support them during two years but English is a problem for these teachers because they do not have the knowledge and skills of the language and sometimes it is the English teacher who has to adapt English tests or quizzes.

English teachers know that teaching English to students with special needs is a big challenge, and as a consequence teachers have to manage effective methodological strategies when teaching EFL, incorporating them in different activities, managing learning styles and technology in order to teach all of them with quality and equity.

4.4 THE PARTICIPANTS

The participants of this exploratory research are in third grade A Year 3 (8 years old) in a subsidized school in Los Angeles city. The class has thirty two students divided into two similar groups: 16 students in the experimental group and 16 students for the control group. The experimental group used UDL principle in every lesson, and the control group used traditional instruction, working only with their books of English.

The teacher-researcher has been their English teacher for two years (year 5 and 6). Due to this fact, she has evidenced that these learners, in particular, show interest and willingness to learn English.

In addition to this fact, teaching and learning English have been an important process during these years but the achievement of goals for all students have had significant differences among students.

For that reason plan and organize classes for diverse students is essential and starting from the beginning is the key where UDL is the tool that gives support to teachers in optimizing teaching and learning for all people based on three principles of how humans learn (multiple means of representation, multiple means of expression and multiple means of engagement) which are the base of these framework (CAST, 2012)

Based on the problem mention before, the researcher teacher wanted to provide to her participants the UDL principles as an effective tool in order to achieve reading comprehension in a diverse classroom for young learners.

4.5 THE INSTRUMENTS

As a quantitative study a pretest and posttest were used by the teacher researcher in order to gather data and analyze results and to give answer to the following general question of the study:

(1) how effective is the application of UDL Principle in the development of Reading Comprehension for Young Learners? And the specific questions: (1) which are the effects after the application of UDL principle in an experimental and control group in EFL classes of young learners? (2) Does the use of UDL principle helps young learners to achieve the same goal in Reading comprehension?

Six workshops were used with the experimental group where each workshop had three items with different kinds of texts and activities based under the principles of UDL.

Finally, a teacher direct classroom observation (TDCO) was applied in order to describe the workshops and its activities.

4.5.1 The Pretest and Posttest.

The pretest and posttest consists of four different texts which have six goals: to identify (1) the main idea and (2) details on different texts. (3) To infer the meaning of words in context. (4) To order sentences according to the sequence of a text. (5) To compare and contrast information with their own context. (6) To infer information that is not explicit in a text.

Each text has been selected according to their level of English (A1) and grade. The texts are familiar for students in their vocabulary and in structure (see appendix C).

There are six subskills which are measured:

1. Information sequence recognition
2. Recognizing words in context

3. Reading for gist,
4. Reading for details
5. Inference
6. Comparing and contrasting

The maximum of time for each test (pretest and posttest) is 60 minutes.

4.5.2 Workshops.

The six workshops consist in three items with different activities based on the six micro skills of reading.

The elaboration of the workshops has been according to the student's age and under the UDL principle.

In each workshop students have to work individually and then in pairs, sharing their opinions after reading a text.

Finally, the time for each workshop is 60 minutes.

4.5.3 Teacher classroom direct observation (TDCO).

This instrument is a description made by the teacher researcher after the presentation of a reading micro skill where activities and students assessment are described in order to have a better register of the effect of UDL principles in the Experimental Group.

4.6 VALIDATION

The validity of the pretest and posttest was made previously to the intervention by piloting the pre and post test in the same institution a year before with students that were in year 3 (8 years old) with the same characteristics. Then the tests were validated by an acknowledged professor of a prestigious university in Santiago, during the month of April 2015.

4.7 PROCEDURE

4.7.1 The Sample Procedure.

The intervention was made in the month of June which corresponds to the first semester of the school year 2015. The sample procedure attempts to explore the effectiveness of UDL Principles as an effective tool for the development of reading comprehension in young learners.

The intervention was made in year 3 primary class of a subsidized school in Chile. The class has 32 students and they were randomly divided into two groups: an experimental (n=16) group and a control group (n=16). The experimental group worked using several resources such as computers, worksheets, maps, individual and group work. On the other hand the control group worked using the school book (next move) as usual and with other teacher of English.

The control group was chosen because of its equivalence in age to the experimental group. For the purpose of this study the effects of UDL Principles in reading comprehension (pretest and posttest) by the experimental group is compared with the control group.

4.7.2 The Intervention Procedure.

The procedure of the intervention was divided into eight lessons of 60 minutes.

The following chart briefly shows the intervention:

Time	Skills	Activities
Lesson 1 (60')	Reading and writing	Presentation of the method Pre-test
Lesson 2 (60')	Reading for gist or skimming	A workshop is presented describing skill 1. Students work individually and then in pairs.
Lesson 3 (60')	Reading for specific information or scanning	A workshop is presented describing skill 2. Students work individually and then in pairs.
Lesson 4 (60')	Recognition of words in contexts	A workshop is presented describing skill 3. Students work individually and then in pairs.
Lesson 5 (60')	Sequence recognition	A workshop is presented describing skill 4. Students work individually and then in pairs.
Lesson 6 (60')	Inference	A workshop is presented describing skill 5. Students work individually and then in pairs.
Lesson 7 (60')	Comparing and contrasting	A workshop is presented describing skill 6. Students work individually and then in pairs. The teacher summarizes the six skills.
Lesson 8 (60')	Reading and writing	Posttest

4.7.3 Lesson Plan.

For the purpose of this intervention, the teacher- researcher did not consider the regular book used by the students. New material was presented (workshops) in order to clarify specific content and work with the six micro skills of reading, this include: reading for gist, reading for specific information, recognition of words in context, sequence recognition, inference and comparing and contrasting. Each workshop included all the activities and tasks for each micro skill of reading, and at the same time, participants of this study could be more committed and engaged in the intervention process. All these lessons planning were based under the UDL principles and supported by succeeding in the inclusive classroom k-12 lesson plans using universal design for learning book by Debbie Metcalf, 2011.

4.7.4 Lesson Description

Lesson 1.

In the first intervention the teacher-researcher introduces the new method that will be used during six classes, working with reading comprehension micro skills workshops: (1) Information sequence recognition, (2) Recognizing words in context, (3)Reading for gist, (4) Reading for details, (5) Inference and (6) Comparing and contrasting.

After that, the teacher asks the participants of control and experimental group to take a pretest where they have to read and answer questions according to different texts. The objectives of the test are to identify: (1) the main idea and (2) details on different texts. (3) To infer the meaning of words in context. (4) To order sentences according to the sequence of a text. (5) To compare and contrast information with their own context. (6) To infer information that is not explicit in a text.

Both groups have the same time (60 minutes) to complete the test and both groups receive the same instructions.

The challenge of the three activities is paying attention, Focusing on what is important, Self-confidence and comprehension.

Lesson 2.

The first lesson is presented to the experimental group describing skill 1 (Reading for gist or skimming). The teacher activates prior knowledge asking different questions. The teacher shows the new workshop using a power point and pause it for time to time, having students to summarize what they have just learned. The teacher gives students workshop 1 and then they read activity one “coffee in Colombia”. They answer the questions and work with activity two where they read about the production of coffee.

They answer questions individually and then they share the answer with the rest of the class. Students work in activity three. They look at the illustration to give more information about the topic and try to find out the text main idea of the text.

They read the first and last sentences of each paragraph and answer questions.

Finally, they share their answers and opinion about the three activities with their peers.

The challenge of the three activities is language, comprehension, independent work, peer work and transfer information. Multiple means of representation, engagement and expression are worked in the entire lesson.

Lesson 3.

In the second lesson a workshop is presented to the experimental group describing skill 2 (Reading for specific information or scanning). The teacher activates prior knowledge asking different questions. The teacher shows the new workshop using a power point and pause it for

time to time, having students to summarize what they have just learned. Students read two short stories and answer questions. Then they share their answers with the teacher and rest of the class. The teacher also shows information about iguanas in Mexico in order that students understand more about them and have more information. They complete a chart about characteristics, abilities, habits and physical appearance of iguanas in Mexico. Then they answer three questions, writing their personal opinion and sharing them with their peers. Finally, they draw an iguana and describe it.

The challenge of the three activities is comprehension, reading attention, writing, independent work and peer work. Multiple means of representation, engagement and expression are worked in the entire lesson.

Lesson 4.

The new workshop is presented to the experimental group describing skill 3 (Recognition of words in contexts). The teacher activates prior knowledge asking different questions. The teacher shows the new workshop using a power point and pause it for time to time, having students to summarize what they have just learned. The teacher also shows words that have been pasted in the walls of the classroom (old and new ones). The teacher asks students if they can recognize and if they know the meaning of the new ones. After that, students work individually with activity one and two. The teacher circulates among students, asking questions, and providing frequent positive feedback.

Finally, Students read a story about special weddings in Morocco. Then they answer questions using vocabulary given in the story and paying attention to main ideas.

The challenge of the three activities is comprehension, independent work, paying attention, keeping a positive attitude and focusing on what is important. Multiple means of representation, engagement and expression are worked in the entire lesson.

Lesson 5.

During the new lesson, the teacher researcher presents the new skill to the EG describing skill 4 (Sequence recognition). The teacher activates prior knowledge asking different questions. The teacher shows the new workshop using a power point and pause it for time to time, having students to summarize what they have just learned. Students read activity one and two and order the sentences from 1 to 4. Then they share their answers with their peers and the teacher gives them feedback. Students work individually and then in pairs. The challenge of the three activities is comprehension, independent work, paying attention, keeping a positive attitude and self-confidence. Multiple means of representation, engagement and expression are worked in the entire lesson.

Lesson 6.

The fifth lesson is presented to the experimental group describing skill 5 (Inference). The teacher activates prior knowledge asking different questions. The teacher shows the new workshop using a power point and pause it for time to time, having students to summarize what they have just learned. The class read activity one “Josh and his dad” and discuss about the place where they are going. They draw a picture of the place and share it with the rest of the class. Activities 2 and 3 are worked individually and then they work in pairs, sharing their answers. The challenge of the three activities is comprehension, independent work, paying attention, keeping a positive attitude and self-confidence. Multiple means of representation, engagement and expression are worked in the entire lesson.

Lesson 7.

During the sixth lesson, the teacher tells students about comparing and contrasting information in a text (skill 6). The teacher shows the new workshop using a power point and pause it for time to time, having students to summarize what they have just learned. The challenge of this activity is comprehension. Later, the three activities are presented where students work individually and then in pairs sharing their opinion about questions. The challenge of the three activities is comprehension, independent work, paying attention, keeping a positive attitude and self-confidence. Multiple means of representation, engagement and expression are worked in the entire lesson.

Lesson 8.

In the last intervention, both groups take the posttest, having the same time (60 minutes) and both groups receive the same instructions.

The test has the same goals that the pretest: To identify: (1) the main idea and (2) details on different texts. (3) To infer the meaning of words in context. (4) To order sentences according to the sequence of a text. (5) To compare and contrast information with their own context. (6) To infer information that is not explicit in a text.

The challenge for students is paying attention, Focusing on what is important, Self-confidence and comprehension

CHAPTER 5: DATA COLLECTION ANALYSIS AND RESULTS

5.0 INTRODUCTION

In this chapter, I show an analysis of data collected by answering the general question of this research: How effective is the application of Universal Design for Learning Principle in the development of Reading Comprehension for Young Learners? and the Subsidiary Questions: (1) Which are the effects after the application of UDL principle in an experimental and control group in EFL classes of young learners? (2) Does the use of UDL principle helps young learners to achieve the same goal in Reading comprehension?

In the first part I show the results of both tests by using tables with numerical data and figures comparing results between both groups after the answered the pretest and posttest.

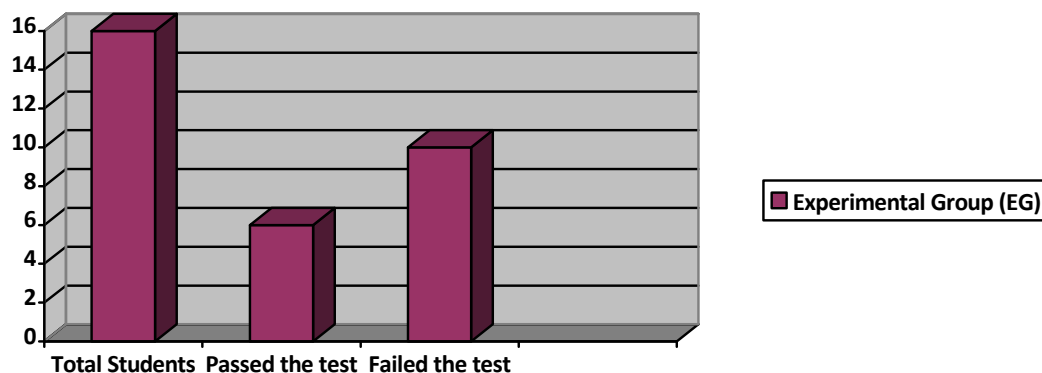
5.1 PRETEST DATA ANALYSIS

5.1.1 Experimental Group Pretest Analysis.

The Pretest was applied to the experimental group (EG) with 16 participants (n=16) before the intervention procedure. Through this test the teacher researcher wants to know the level of reading comprehension of each student before the implementation of UDL principles. This pretest it is also a tool that can be compared with a Posttest in the last phase of the treatment.

The following table (5.1) shows students' results by the number of students who passed and failed the test. In the graphic 1 it is considered the total of pupils, students who passed and failed in the test.

Graphic 1. “Experimental Group Pretest Analysis”.



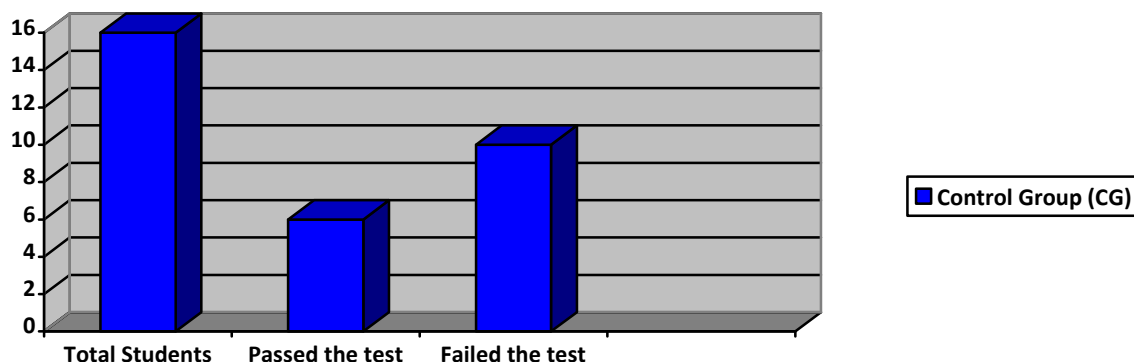
The pretest had 26 points (7.0) and the ideal score was 15 points (4.0). After applying the pretest test 7 students passed it and 9 of them failed.

5.1.2 Control Group Pretest Analysis.

The same Pretest was applied to the control group (CG) with 16 participants (n=16). Through this test the teacher researcher wants to know the level of reading comprehension of each student.

This Pretest it is also a tool that can be compared with a Posttest in the last phase of the treatment. The following table (5.2) shows students who passed and failed the test. In the graphic 2 it is considered the total of pupils, students who passed and failed in the test.

Graphic 2. “Control Group Pretest Analysis”.



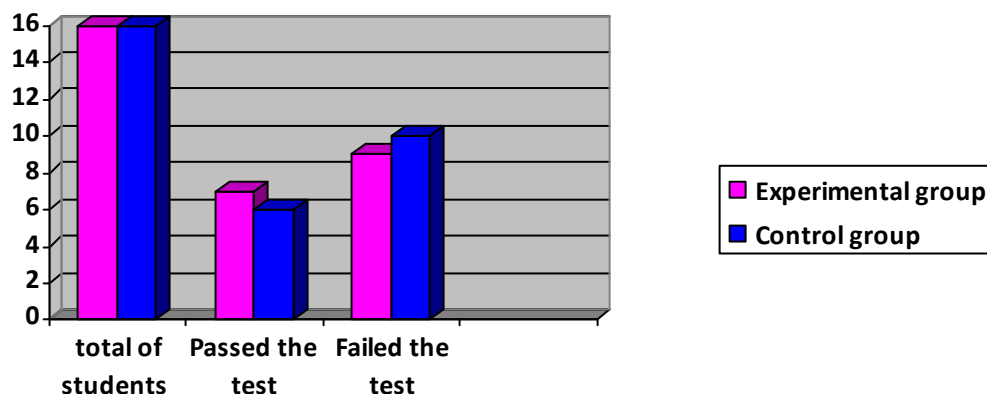
The pretest had 26 points (7.0) and the ideal score was 15 points (4.0). After applying the pretest test 6 students passed it and 10 of them failed.

5.1.3 Comparison of Pretest Total Scores between EG and CG.

After getting the results in the Pretest in both groups EG and CG there is a minimum difference. In the EG seven (7) students passed the test and nine (9) students failed it while in the CG six (6) students passed the test and ten (10) students failed. Both groups used the same pretest, with same time (60 minutes) and same requirement (60%). It is important to mention that both groups have the same characteristics: amount of students per class, same age (8 years old) and same level of English (A1).

The following table (5.3) shows the comparison between both groups EG and CG.

Graphic 3. “Comparison of Pretest Total Scores between EG and CG”.



After the application of pretest there is not a big difference between both groups.

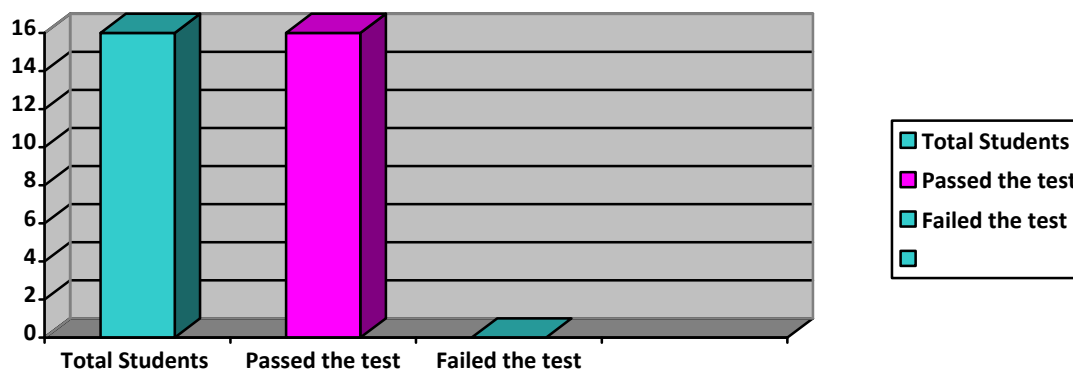
5.2 POSTTEST DATA ANALYSIS

5.2.1 Experimental Group Posttest Analysis.

The Posttest was applied at the end of the intervention to the experimental group (EG) to 16 participants (n=16) and after six workshops were administered. The Posttest was assessed using the same number of items and level of difficult than the Pretest. Through this test the teacher researcher wants to explore the effectiveness of UDL principles after the application of six workshops based on subskills of reading and implementing the three principles of UDL method during each intervention.

The following table (5.4) shows students learning outcomes and students failed to showed learning outcomes despite having the workshops.

Graphic 4. “Experimental Group Posttest Analysis”.



After the intervention procedure (workshops) in the experimental group (EG), the results show that all of the students (sixteen) passed the test, getting over 15 points which was the ideal score in order to get a 4.0.

The results indicate that the implementation of UDL principles was effective after the intervention procedure compared with the results of the pretest where seven students passed the test and nine of them failed. At the end of the process the whole group got a better understanding of the readings presented in the test and students could use strategies learned during the workshop intervention which was based on the principles of UDL method (multiple means of representation, expression and engagement).

As a conclusion, there was a significant difference between the pretest and the posttest results.

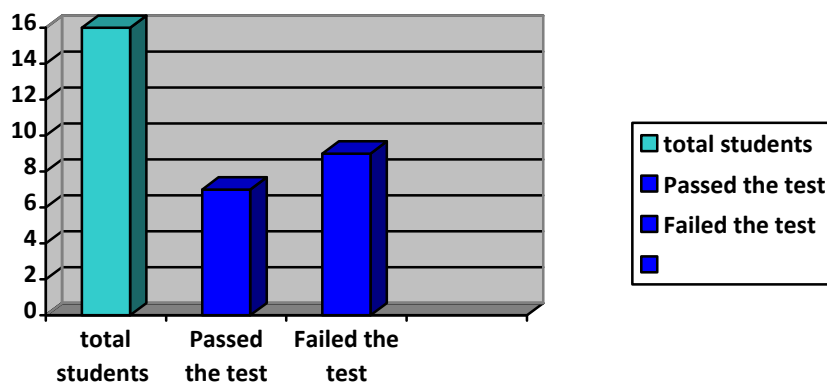
5.2.2 Control Group Posttest Analysis

The control group participants were applied the same posttest as the experimental group. The participants 16 (n=16) is the same as the beginning in the Pretest. Through this test the teacher

researcher wants to know if there was a change in the result of students learning outcomes and students failed to showed learning outcomes.

The following table (6.5) shows the results gotten in the posttest.

Graphic 5. “Control Group Posttest Analysis”

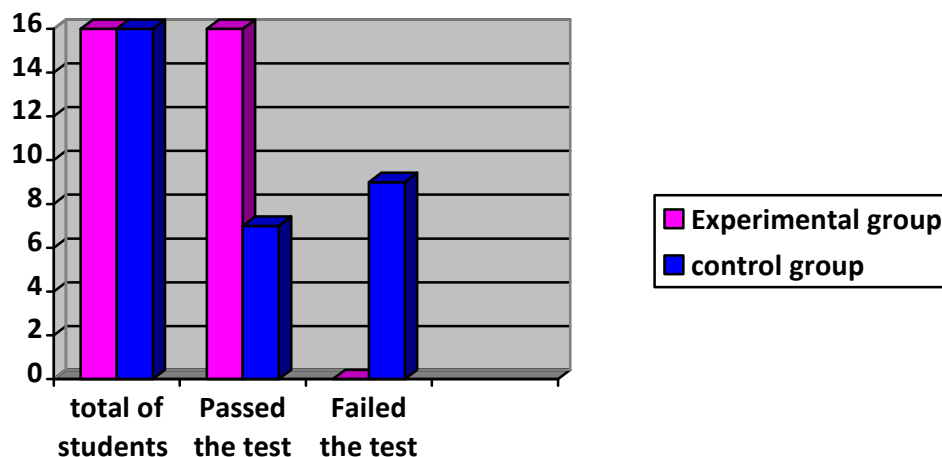


The graphic 5 shows the results gotten after the application of the posttest in the control group. Seven students passed the test and nine of them failed. The comparison between the results of the pretest and posttest is low because from six students who passed the pretest this grew in seven and from tent students that failed in the pretest nine of them failed in the posttest. This means that there was not a significant difference.

5.2.3 Comparison of Posttest Total Scores between EG and CG.

The analysis of the results of the posttest in the CG and EG group are shown in the next figure (Fig.6.6).

Graphic 6. “Comparison of Posttest Total Scores between EG and CG”.



After analyzing the data of the Posttest of both groups EG and CG the graphic 6 shows the results. The EG has a significant improvement in the posttest applied at the end of the intervention. (Fig.6.6). All of the students achieved the goals in the posttest (16) proving the significant contribution of UDL principles applied in the six workshops. This is supported by the teacher's direct classroom observation (TDCO), which was made by the teacher researcher during each class and that gives a qualitative view of the process and better understanding of how the UDL principles were worked through the workshops and how the students felt after each intervention.

The participants of CG did not improve their result. At the end of the process only one student improved the results. It is important to mention that this group did not have intervention that could help them to achieve the results in the posttest. The CG used the English book (next move 3) and they worked with traditional instructions given by the English teacher (based on the English book) and which are made under the principle that all the students learn in the same way, while the EG received instructions based on the UDL principles which cover different learning styles and rhythm of learning.

CHAPTER 6: CONCLUSIONS AND DISCUSSION

6.0 INTRODUCTION

In this chapter conclusions and discussions are presented in order to answer the main and specific questions of this study research.

6.1 ANSWER TO MAIN QUESTION OF THE STUDY

How effective is the application of Universal Design for Learning Principle in the development of Reading Comprehension for Young Learners?

The application of the UDL principles in the development of reading comprehension in young learners showed an improvement of reading comprehension outcomes from previous test. At the beginning of the intervention procedure the pretest helped to have a better understanding of the level in reading comprehension of each student. The results of this test were low and a motivation to start with the intervention.

After the eight interventions (workshops) in which the subskills of reading were worked and where UDL principles were applied in each lesson (multiple means of representation, engagement and expression), motivate all of them, working in a friendly learning environment, where their opinions were important no matter they made mistakes. The importance of individual and peer work (multiple means of expression) was also effective because they could compare answers and share their opinion after watching a power point presentation or after reading a text. The constantly support of the teacher researcher and the use of familiar texts was effective too because feedback was constantly given to students when they

have doubts or when was required and after reading familiar texts they also felt confident with their answers and opinion (multiple mean of engagement).

The presentation of each lesson was through power point presentations for auditory and visual students and then with worksheets for kinesthetic students who could work individually and then in pairs, sharing opinion about different texts. Through these exercises different needs were attended and the goals of each lesson could be achieved. (Multiple mean of representation)

In summary, through the provision of flexible materials, techniques, and strategies that addressed diverse learner needs, the teacher was able to provide students with a variety of opportunities to achieve success in reading comprehension achieving all of them the learning outcomes set in the posttest.

6.2 ANSWER TO SPECIFIC QUESTION

1. Which are the effects after the application of UDL principle in an experimental and control group in EFL classes of young learners?

There are not effects in the control group because it was not an intervention procedure and there was no use of UDL principles, instead, this group used the traditional method with their English book (next move 3), using the principle that all the students learn in the same way and rhythm.

The results gotten in both test (pretest and posttest) were similar low and not having a big impact in their reading comprehension. There was not a work (in pairs or individual) that could help students to understand better main ideas, words in context, among other important elements of reading comprehension. The effects in the experimental group were several. First, after the results gotten in the pretest in which the objective was to know the level of reading

comprehension in each student, the teacher researcher had a clear idea about their weaknesses and strengths. After that, the intervention procedure (which took six classes) was applied using the UDL principles in order to cover students' needs and achieve the goals of reading. The effects of the intervention were always positive, because the students had a good attitude from the beginning and the results after each lesson were positive. For the EG reading was an enjoyable activity because they felt involved with familiar stories, meaningful, full of values and these stories were presented by attractive ways covering their needs (learning styles) and also feeling that the classroom environment was familiar, where they could feel confident because the teacher gave them constantly feedback when they required it and where they could work with peers sharing their opinions.

The UDL Principles had an important effect in students' motivation, participation and commitment of the process, and all of these was reflected in the results of the posttest where 100% of them approved the test achieving the goals and where students became better and better after each lesson.

2. Does the use of UDL principles help young learners to achieve the same goal in Reading comprehension?

The use of UDL principle helps young learners to achieve the same goals in reading comprehension because Universal Design for Learning offers the educator and students an exciting opportunity to use strategies and technologies that bridge the gap in learner skills, interests, and needs. By accommodating students' different learning styles, UDL is able to transform instruction into a more engaging, meaningful experience and with this form students are able to achieve goals. The UDL principles give diverse learners options for acquiring

information and knowledge because in a classroom there are learners with diverse abilities and backgrounds and through this UDL build its principles.

In summary, the use of UDL principles help students with different needs to achieve the same goals in reading comprehension because cover three important elements for students: multiple means of representation, multiple means of engagement and multiple means of expressions.

Finally, after the intervention procedure made by the teacher researcher in a young learner class, the reading comprehension increased in all the participants.

6.3 CONCLUSION

After the intervention procedure made by the teacher researcher it can be concluded that the use of UDL principles is effective because the results gotten in the pretest and posttest show an increase and improve in the final results. All of this, after applying the principles of UDL in each intervention, using them in each workshop and modifying the traditional way in which reading was presented before. (Their English book: next move 3)

UDL principles provide a framework for curriculum design, instructional processes, and assessment that gives all students equal opportunities to learn and to demonstrate what they have learned. UDL principles also help teachers to design lessons accessible to all students, sustained in the three overarching principles of engagement, representation, action and expression. The guidelines help teachers select teaching strategies, methods and accessible technologies, which will, when combined, create an accessible learning environment. The curriculum is not altered; rather, it is enhanced through the teacher's application of the UDL principles.

Students feel comfortable with UDL principles because is a method which allow them to express their opinion and what they have learned. This method also allows a positive and

motivational learning environment where students can interact with the teacher and with their peers. And the most important aspect, the content is presented in different ways in order to cover the needs of all students.

In summary, the recent study made under the UDL principles in a young learner class found sufficient evidence as to the efficacy and feasibility in the final results gotten in the posttest and its increase results in all of them.

6.4 DISCUSSION

Under the results of this study, it is important to recommend for futures studies to apply UDL principles to other kinds of schools with different contexts in order to compare their effectiveness.

Other important aspect to have in mind it is the amount of students per classroom because this can be a factor that can vary the effectiveness of the method. The preparation of educators under the use of UDL principles is the last factor to be considered.

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APPENDIX

Appendix A



Facultad de Humanidades y Educación Magíster en la Enseñanza del Inglés como Lengua Extranjera

Concepción 03 de mayo 2015

Sra. Paula Luna Ramírez

Directora Colegio Santo Tomás Los Ángeles

Estimada Directora:

Junto con saludarla, me dirijo a Ud. para presentarme como una alumna de la Universidad Andrés Bello, sede Concepción; en la cual opto al grado de Magíster en Enseñanza del Inglés como Lengua Extranjera (TESOL). Por tal motivo, debo realizar una investigación enfocada en el **Desarrollo Universal para el Aprendizaje (DUA) usada como Herramienta Efectiva en la Comprensión Auditiva en la asignatura de Inglés** y me agradecería realizar esta investigación en vuestro establecimiento.

Por tanto, solicito a Ud. autorización para llevar a cabo mi investigación, durante el segundo semestre. La investigación consiste en: cinco observaciones de clases de inglés en segundos básicos, entrevista a la docente de inglés, al equipo directivo, psicopedagoga y docentes del Programa de Integración Escolar del establecimiento educacional.

Aseguro a Ud. que los datos recogidos serán utilizados sólo con fines de investigación. Además, los resultados serán entregados a su establecimiento para los fines que estime.

Agradecida de antemano por su acogida, saluda atentamente a Ud.:

Karen Cristina Fuentes Zapata

Alumna Magister en Enseñanza del Inglés como Lengua Extranjera (TESOL)

Appendix B



Facultad de Humanidades y Educación

Magíster en la Enseñanza del Inglés como Lengua Extranjera

Concepción 03 de Mayo 2015

Estimado (a) apoderado (a):

Junto con saludarlo (a), me dirijo a Ud. para solicitar su consentimiento para la aplicación de 2 test a su pupilo, integrante del curso 3° Básico del Colegio Santo Tomás.

El objetivo de esta aplicación es que su pupilo participe de la implementación de un método de trabajo enfocada en el **Desarrollo Universal para el Aprendizaje (DUA) usada como Herramienta Efectiva en la Comprensión Lectora en la asignatura de Inglés.**

Por tanto, su pupilo recibirá material anexo a lo usado en las clases regulares de inglés el que reforzara la metodología implementada en clases.


Aseguro a Ud. que los datos recogidos serán utilizados sólo con fines de investigación.

Agradecida de antemano por su acogida, saluda atentamente a Ud.:

Karen Cristina Fuentes Zapata

Alumna Magister en Enseñanza del Inglés como Lengua Extranjera (TESOL)

Appendix C

		Reading Comprehension PRE TEST		Mark:
Teacher: Karen Fuentes Zapata		Date: 5/06/2015		
Student's Name:		Form: 3rd grade	Time: 60 min.	
Ideal Score: 15 points.	Score: _____ out of 26 points.		Requirement: 60%	
Test Objective: To identify: (1) the main idea and (2) details on different texts. (3) To infer the meaning of words in context. (4) To order sentences according to the sequence of a text. (5) To compare and contrast information with their own context. (6) To infer information that is not explicit in a text.				

Text A.

Read and answer TRUE or FALSE. There is one example. (4 points)

Koala

Hi! I'm Kenny, the Koala from Australia. I am an animal.

Remember, I am not a bear. I haven't got a big body.

I'm soft and grey but my belly is white. I have got big fluffy ears and a large nose. My tail is very small. I eat eucalyptus leaves. They are very tasty



Example:

0. Kenny is a koala. _____ True _____

1. Kenny is from Australia. _____
2. Kenny has a big body. _____
3. Kenny has got big ears. _____
4. Kenny does not like eucalyptus leaves. _____

Text B.**Read and circle. There is one example. (4 points)**

My name is Mali. I live in Bangkok. It's a city in Thailand. In Bangkok there are a lot of cars, buses, trains, motorcycles and taxis. Bangkok has special taxis. One is called tuk-tuk. Tuk-tuks are very colorful. They're blue, green and red. I go to school by tuk tuk. Another one are river taxis. River taxis are boats that are used to transport people. Many people go to work by river taxis.

**Example:**

0. Mali is from:

☒ a)

Thailand

b) Japan

c) Tuk tuk

1. The text is about:

a) Transportation in Bangkok

b) food in Thailand

c) colors of Bangkok

2. What is a tuk tuk?

a)



b)



c)

**3. What is a water taxi?**

a)



b)



c)

**4. Do we have water taxis in Los Angeles?**

a) Yes, we do.

b) No, we don't.

Text C.**Read and number the sentences in the correct order. There is one example. (4 points)**

Hi:

My name is Pao-Pei. I'm nine years old, and I live in Pasir-Gudand, it is a city in Malaysia. I want to tell you about a special festival in my hometown.

Every year we have an international kite festival in February. Kites are very popular in Malaysia. People from all over the world, including Germany, the USA, and Taiwan, visit us for our colorful festival. The kites are fantastic; they are beautiful.

_____ Every year we have an international kite festival every year.

_____ The kites are fantastic and with beautiful colors too

_____ 1 _____ My name is Pao Pei and I'm nine years old.

_____ People from USA, Japan and Germany come to the festival.

_____ There is a special festival in my city

Text D**Read and write the correct answer. (14 points)**

My name is Giovanna, I'm 9 years old and I'm from Italy. In my country we enjoy soccer. I'm crazy about soccer. My favorite team is AC Milan juniors. Right now, I'm going to a summer camp in a city called Jesolo.

Jesolo is a beautiful place by the ocean. Lots of people are in the beach sailing, swimming and surfing.

I like the summer camp because I meet new friends and I have a lot of fun. The most important part of soccer camp is learning to respect your companions and learn new skills.

**I. Circle:****1. What is the text about? (1 point)**

- a) Life in Italy b) Giovanna is going to a soccer camp c) surfing in Jesolo

2. When Giovanna says: “I’m crazy about soccer”, she is saying (1 point):

- a) She likes soccer
b) She is crazy and needs to go to the doctor
c) She doesn't like soccer.

II. Read and write the correct answer. There is one example.

Example:

0. What is her name? Giovanna

1. **How old is Giovanna? (2 points)** _____

2. **What is Giovanna doing this summer? (2 points)**

3. **What are the 2 important things on the soccer camp? (4 points)**

III. Number the sentences in the correct order. There is one example. (4 points)

_____ I'm going to a soccer camp in Jesolo.

____1____ I'm from Italy.

_____ In Jesolo people are swimming and surfing

_____ In Jesolo we enjoy soccer a lot!

_____ In soccer camps, we respect our companions

READING COMPREHENSION**PRE TEST ANSWER KEY****Text A.**

1. True
2. False
3. True
4. False

Text B.

1. A.
2. C
3. A
4. B

Text C.

3- 5- 1- 4- 2

Text D**I.Circle**

1. B
2. A

II. Answer questions.

1. She is 9 years old.
2. She is going to a summer camp
3. Learning to respect your companions and learn new skills

III.Number the sentences in the correct order.

3- 1- 4- 2- 5

Appendix D

Lesson Plan 1 (Pre-test)

Subject: English	Grade: 3 rd A
Unit title: Let's Read and Understand different texts.	Lesson focus: Reading and Writing
Time: 60 minutes	Materials/ Resources: Pre-test, pencil, eraser, markers.
Objective: students are able to read and understand different text.	Assessment: Teacher's direct observation and Pre-test results.

Procedure	Activities	Pottential barriers for learning: The student has challenges with...	UDL Multiple Means of... <ul style="list-style-type: none"> • Representation • Engagement • Expression
Lesson opening: (Time:2.5')	The teacher greets students and calls attendance. The teacher tells students about the importance of reading in English and understands ideas. Eg. Do you like reading? Why? /Is it difficult or easy for you to read in English?	Focusing Motivation	Write objective on board Be enthusiastic!
Teacher input: (Time:2.5')	The teacher tells students that they will read four different texts where they have to pay attention to main ideas and specific words. The teacher also explains that is good to use markers in order to underline main ideas or detail and underline words that can be new or some words that can confuse them. The teacher displays Pre-test format to students	Paying attention	Complete the pretest
Practice: (Time: 25')	Students read the pre- test and underline main ideas. They ask for the meaning of some words	Focusing on what is important Making connections	Apply test Students work individually Teacher circulates, provides specific feedback.

	Observation: Experimental and control group take the Pre- test individually.	Reasoning	
Production : (Time: 25')	Students answer questions using the six micro skill of reading.	Self-confidence	Teacher circulates, provides specific feedback.
Closure: (Time: 5')	Students share their experiences taking the test	Comprehension	Summarize what was learned today.

Lesson Plan 2

Subject: English	Grade: 3 rd A
Unit title: Let's Read and Understand different texts. Lesson 1: “ Reading for gist or skimming”	Lesson focus: Reading and Writing
Time: 60 minutes	Materials / Resources: workshop 1, pencil, eraser, markers, computer, data.
Objective: students are able to read and identify the main idea of a text.	Assessment: Teacher's direct observation and workshop 1.

Procedure	Activities	Pottential barriers for learning: The student has challenges with...	UDL Multiple Means of... <ul style="list-style-type: none"> • Representation • Engagement • Expression
Lesson opening: (Time:2.5')	The teacher greets students and calls attendance. The teacher tells students about the first skill that they have to learn in order to get main ideas.	Focusing Motivation	Write objective on board Ask questions
Teacher input: (Time:2.5')	The teacher shows a presentation in power point about skill 1: Reading for gist or skimming.	Language	Use power point with visuals to convey information
Practice: (Time: 25')	The teacher gives students workshop 1 and then they read activity one “coffee in Colombia”.	Comprehension Independent work	Pause the power point and have students to summarize what they have just learned with a partner.

	<p>They answer the questions and work with activity two where they read about the production of coffee.</p> <p>They answer questions individually and then they share the answer with the rest of the class.</p>	Peer work	Every student work individually and then they are allowed to work with a peer.
Production: (Time: 25')	<p>Students work in activity three.</p> <p>They look at the illustration to give more information about the topic and try to find out what the text is about.</p> <p>They read the first and last sentences of each paragraph and answer questions.</p> <p>Finally, they share their answers and opinion about the three activities with their peers.</p>	<p>Comprehension</p> <p>Independent work</p> <p>Transfer information</p>	<p>Show power point with visual to convey information.</p> <p>Every student work individually and then they are allowed to work with a peer.</p> <p>Students may present what they have produced individually and with s partner. One can explain verbally while the other points/ shows.</p>
Closure: (Time: 5')	Students share what they learned.	Comprehension	Summarize what was learned today.

Lesson Plan 3

Subject: English	Grade: 3 rd A
Unit title: Let's Read and Understand different texts. Lesson 2: "Reading for specific information or scanning".	Lesson focus: Reading and Writing
Time: 60 minutes	Materials / Resources: pencil, eraser, markers, computer and data, workshop 2.
Objective: students are able to read for specific information using different text.	Assessment: Teacher's direct observation. Workshop 2.

Procedure	Activities	Pottential barriers for learning: The student has challenges with...	UDL Multiple Means of... <ul style="list-style-type: none"> • Representation • Engagement • Expression
Lesson	The teacher greets	Attention	Write objective on

opening: (Time:2.5')	students and calls attendance. The teacher tells students about the importance of reading and getting specific information.	Motivation Activating prior learning	board Ask questions
Teacher input: (Time:2.5')	Teacher presents a power point about reading for specific information or scanning.	Comprehension	Use power point with visuals to convey information. Pause for time to time and have students to summarize what they have just learned.
Practice: (Time: 25')	Students read two short stories and answer questions. Then they share their answers with the teacher and rest of the class.	Reading Attention	Circulate among students, ask questions, and provide frequent positive feedback.
Production: (Time: 25')	Students read about "Green iguanas from Mexico". They complete a chart about characteristics, abilities, habits and physical appearance of iguanas in Mexico. Then they answer three questions, writing their personal opinion and sharing them with their peers. Finally they draw an iguana and describe it.	Writing Motivation Independent work Peer work	Circulate among students, ask questions, and provide frequent positive feedback. Use video about iguanas in Mexico. Every student work individually and then they are allowed to work with a peer.
Closure: (Time: 5')	Students share what they learned.	Comprehension	Summarize what was learned today.

Lesson Plan 4

Subject: English	Grade: 3 rd A
Unit title: Let's Read and Understand different texts. Lesson 3: "Recognition of words in context".	Lesson focus: Reading and Writing
Time: 60 minutes	Materials / Resources: Pencil, eraser, markers, workshop 3, dictionaries, computer and

	data.
Objective: students are able to read and figure out the meaning of different words.	Assessment: Teacher's direct observation. Workshop 3

Procedure	Activities	Pottential barriers for learning: The student has challenges with...	UDL Multiple Means of... <ul style="list-style-type: none"> • Representation • Engagement • Expression
Lesson opening: (Time:2.5')	The teacher greets students and calls attendance. The teacher presents the new workshop and explains the importance of words in different texts.	Focusing Motivation Activating prior learning	Write objective on board Ask questions.
Teacher input: (Time:2.5')	Teacher presents a power point about reading for recognition of words in context.	Comprehension	Use power point with visuals to convey information. Pause for time to time and have students to summarize what they have just learned.
Practice: (Time: 25')	Students read five sentences and identify the meaning of each one according to the context. The students read a short story about gorillas. They complete four sentences using vocabulary given in the workshop. Then they share their answers.	Comprehending text Independent work Focusing on what is important	Circulate among students, ask questions, and provide frequent positive feedback. Review vocabulary words and have them posted in room with visual examples.
Production: (Time: 25')	Students read a story about special weddings in Morocco. Then they answer questions using vocabulary given in the story and paying attention to main ideas.	Keeping a positive attitude	Tell students what a great job they did on this today.
Closure:	Students share what	Comprehension	Summarize what was

(Time: 5')	they learned.		learned today.
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Lesson Plan 5

Subject: English	Grade: 3 rd A
Unit title: Let's Read and Understand different texts. Lesson 4: " Sequence Recognition"	Lesson focus: Reading and Writing
Time: 60 minutes	Materials / Resources: Pencil, eraser, markers, workshop 4, computer and data.
Objective: students are able to read and identify important words that help to order paragraphs.	Assessment: Teacher's direct observation. Workshop 4.

Procedure	Activities	Pottential barriers for learning: The student has challenges with...	UDL Multiple Means of... <ul style="list-style-type: none"> • Representation • Engagement • Expression
Lesson opening: (Time:2.5')	The teacher greets students and calls attendance. The teacher introduces the new workshop and its concept. Then the workshop is given to students and the teachers explain how to read and organize paragraphs though the use of important words such as: first, next, then and finally.	Attention Motivation Activating prior learning	Write objective on board Ask questions
Teacher input: (Time:2.5')	Teacher presents a power point about sequence recognition.	Comprehension	Use power point with visuals to convey information. Pause for time to time and have students to summarize what they have just learned.
Practice: (Time: 25')	Students read activity one and two and order the	Comprehending text Independent work	Circulate among students, ask questions,

	sentences from 1 to 4. Then they share their answers with their peers and the teacher gives them feedback.		and provide frequent positive feedback.
Production: (Time: 25')	Students read activity 2 and 3 individually writing numbers to order the sentences correctly. Answers are shared and the teacher gives them feedback.	Keeping a positive attitude	Tell students what a great job they did on this today.
Closure: (Time: 5')	Students share what they learned.	Comprehension	Summarize what was learned today.

Lesson Plan 6

Subject: English	Grade: 3 rd A
Lesson 5: "Inference". Unit title: Let's Read and Understand different texts.	Lesson focus: Reading and Writing
Time: 60 minutes	Materials / Resources: Pencil, eraser, markers, workshop 5, computer and data.
Objective: students are able to read and infer ideas from different text.	Assessment: Teacher's direct observation. Workshop 5.

Procedure	Activities	Potential barriers for learning: The student has challenges with...	UDL Multiple Means of... <ul style="list-style-type: none"> Representation Engagement Expression
Lesson opening: (Time: 2.5')	The teacher greets students and calls attendance. The teacher introduces the new skill and tells students about the importance of predict and infer. Then the teacher shows to students the workshop 5	Focusing Motivation Activating prior learning	Write objective on board Ask questions
Teacher input:	Teacher presents a power point about	Comprehension	Use power point with visuals to convey

(Time:2.5')	inference.		information. Pause for time to time and have students to summarize what they have just learned.
Practice: (Time: 25')	The class read activity one “Josh and his dad” and discuss about the place where they are going. They draw a picture of the place and share it with the rest of the class.	Comprehending text Independent work Paying attention	Circulate among students, ask questions, and provide frequent positive feedback. Students work individually and then with a peer.
Production: (Time: 25')	Students read “the magic tree” and complete five activities (order pictures and find the animals ‘name, give personal opinion. They look at three pictures and think about what happens then, giving a tick in front of the correct answer and then they draw a picture of their thinking. Then they read six unscrambled sentences writing them in the correct form. Finally they use these sentences writing them into six pictures that are given in the workshop.	Keeping a positive attitude Self confidence Independent work	Tell students what a great job they did on this today. Students work individually and then with a peer.
Closure: (Time: 5’)	Students share what they learned.	Comprehension	Summarize what was learned today.

Lesson Plan 7

Subject: English	Grade: 3 rd A
Unit title: Let’s Read and Understand different texts. Lesson 6: “Comparing and Contrasting”.	Lesson focus: Reading and Writing
Time: 60 minutes	Materials / Resources: Pencil, eraser, markers, workshop 6, computer and data.

Objective: students are able to compare and contrast information given in different text.	Assessment: Teacher's direct observation. Workshop 6.
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Procedure	Activities	Pottential barriers for learning: The student has challenges with...	UDL Multiple Means of... <ul style="list-style-type: none"> • Representation • Engagement • Expression
Lesson opening: (Time:2.5')	The teacher greets students and calls attendance. The teacher tells students about comparing and contrasting information in a text. The new workshop is showed by the teacher and then the first activity is presented.	Focusing Motivation Activating prior learning	Write objective on board Ask questions
Teacher input: (Time:2.5')	Teacher presents a power point about comparing and contrasting.	Comprehension	Use power point with visuals to convey information. Pause for time to time and have students to summarize what they have just learned.
Practice: (Time: 25')	The teacher and students read together “Meet mercury” and then the three questions are answered. Students discuss about the main idea of the story, details that help to understand more the main idea and finally they write one way in which Mercury differs from other planets. Students share their answers.	Comprehending text Independent work Paying attention	Circulate among students, ask questions, and provide frequent positive feedback. Students work individually and then with a peer.
Production: (Time: 25')	Individually students read two stories and answer question using	Keeping a positive attitude Self confidence	Tell students what a great job they did on this today.

	the same tips to identify main idea, which information support the main idea and finally they write their opinion about getting news in the past and now.	Independent work	Students work individually and then with a peer.
Closure: (Time: 5')	Students share what they learned.	Comprehension	Summarize what was learned today.

Lesson Plan 8 (Post Test)

Subject: English	Grade: 3 rd A
Unit title: Let's Read and Understand different texts.	Lesson focus: Reading and Writing
Time: 60 minutes	Materials / Resources: Pencil, eraser, markers, Post Test.
Objective: students are able to read and understand different text.	Assessment: Teacher's direct observation. Posttest.

Procedure	Activities	Pottential barriers for learning: The student has challenges with...	UDL Multiple Means of... <ul style="list-style-type: none"> • Representation • Engagement • Expression
Lesson opening: (Time:2.5')	The teacher greets students and calls attendance. The teacher tells students about the post test.	Focusing Motivation	Write objective on board Be enthusiastic!
Teacher input: (Time:2.5')	The teacher tells students that they will read four different texts where they have to pay attention to main ideas and specific words. The teacher also explains that is good to use markers in order to underline main ideas or detail and underline words that can be new or some words that can confuse them.	Paying attention	Complete the posttest

	The teacher displays Posttest format to students		
Practice: (Time: 25')	Students read the posttest which has four different text and each one works with one sub skill of reading.	Focusing on what is important	Apply test
Production: (Time: 25')	Students answer questions. Observation: Experimental and control group take the Posttest individually.	Self-confidence	Students work individually Teacher circulates, provides specific feedback
Closure: (Time: 5')	Students share their experiences taking the test	Comprehension	Summarize what was learned today.

Appendix E

Skill oneReading for Gist or Skimming

Name: _____

Grade: 3rd A

Date: ____/____/2015

Gist is the general meaning or purpose of a text, either written or spoken. Reading a text for gist is known as skimming.

"Get the Gist"

1. "Who" or "What" is the paragraph about?
2. What is the most important information about the "Who" or "What"?
3. Write it in a main idea statement with ten words or less.

- Read the title, subtitles to find out what the text is about.
- Look at the illustration to give you more information about the topic.
- Read the first and last sentences of each paragraph.
- Don't read every word or every sentence. Let your eyes skim over the text and look out for key words.
- Continue to think about the meaning of the text.



Activity one**Colombia.****Read about coffee in Colombia.**

This coffee is from Colombia. People drink coffee from Colombia in cafes all around the world. Colombian coffee is one of the most famous and one of the most delicious. It takes 45 coffee beans to make one small cup of coffee.

(Taken by Macmillan next move published limited 2013, 4th grade)

**Answer the questions.**

1. What is the title of this paragraph?

2. What is this paragraph about?

3. What is the most important information about the paragraph?

Activity two**1. Read this paragraph and answer the questions below.**

All coffee comes from coffee beans. The beans grow on small plants in hot, sunny countries. First, farmers pick the coffee beans. Then, they wash them and put them in water. Next, they put the beans in the sun for five days. After that, the farmers clean the beans again and roast them. Then, they pack the beans in bags ready to sell all around the world. So next time you see someone drinking a cup of coffee, maybe it's from Colombia!

(Taken by Macmillan next move, published limited 2013 4th grade)

**1. Which is the best title for this paragraph?**

- a) Producing coffee
- b) Coffee beans
- c) Drinking coffee

2. What is the main idea of this text?

- a) Colombian farmers
- b) Elaboration of coffee
- c) Living in Colombia

Activity three

1. Look at these pictures and circle the best idea about what the text will be about.



- a) Vacation
- b) Glaciers
- c) Sports

2. Now read the text and then answer the questions.

Where can you go skiing in July, swim in the ocean on Christmas day, see penguins and llamas, and eat German dessert? In Chile, of course. This long, skinny country is a very special place with many interesting places to visit,

One fantastic place is the Grey Glacier on Lake Grey in the south of Chile. Glaciers are large, frozen rivers that are usually covered in snow. They are very beautiful. Lake Grey also has icebergs! You can visit the Grey Glaciers by boat, and you can also go ice walking!

(Taken by Macmillan next move published limited 2013, 3rd grade)

1. Write the best title for this paragraph.

2. What is the main idea of the text?



Skill two

Reading for Specific Information or Scanning



Name: _____

Grade: 3rd A

Date: ____/____/2015



**Scanning is to get specific information from the text
(reading for detail)**

Activity one

Read about green iguanas from Mexico.

It is a fact!

Iguanas can be two meters long! How tall are you?

Green iguanas are lizards, and they live in Mexico.

They aren't very friendly, but they are smart, and they are strong, too. They can climb trees and they can swim. They have short legs, a big head, and a very long tongue. They like eating leaves, flowers and fruit for breakfast, lunch, and dinner!



Characteristics	
Abilities	
Habits	
Physical appearance	

2. Answer these questions and then share them with your partner.

a) Do you like iguanas? Why?

b) Do you think they are interesting?

c) Why do you think iguanas are green or brown?

3. Imagine you are in Mexico and you see an iguana. Draw it and then describe it.

Activity two

Read the following story and answer the questions below.

Jessica can cook really well.

Every Sunday, she makes breakfast for everyone.

She cooks eggs, bacon, and pancakes.

Everyone in her family thinks she makes the best pancakes.

(Taken by www.havefunteaching.com)



1. On what days does she make breakfast for everyone?

She makes breakfast on _____

2. What does she cook for breakfast?

She makes _____

3. What does she make really well?

Read these questions to one of your friends and then write the answers.

Do you like cooking?	
What is your favorite food?	
What do you eat at breakfast?	

Activity Three

Read the following story and answer the questions below.

Jacks is seven years old boy who loves adventure.

He likes to climb trees and find interesting bugs and leaves in his backyard.

He also likes to play with his dog, Daisy.

Daisy is two years old yellow lab mix. Jack and daisy are best friends.

(Taken by www.havefunteaching.com)



1.How old is Jack?

He is_____

2.What does jack like to do in his backyard?

He likes to_____

3.What kind of a dog is daisy?

She is a _____



Skill three

Recognition of Words in Context



Name: _____

Grade: 3rd A

Date: ____/____/2015



Context clues are words in the sentences that help you figure out the meaning of a difficult word that you do not know

Context clues can give you the meaning of the word or use a synonym

Context clues can describe the opposite of the word or use an antonym.

Activity one

Read the following sentences and color the correct meaning for the highlighted word

1. Birds that migrate, such as some ducks and geese, leave their home in the winter.

In this sentence, the word **migrate** means

- ☐ **A** swimming
- ☐ **B** to move
- ☐ **C** flying

2. There are many forms of transportation, such as a bus, a car, or a train, that can get you to the zoo.

In this sentence, the word **transportation** means

- ☐ **A** toys
- ☐ **B** animals
- ☐ **C** system for moving people or things
- ☐ **D** times

3. Precipitation, such as rain and snow, falls from the sky.

In this sentence, the word **precipitation** means

- ☐ **A** lightening
- ☐ **B** water that falls from the sky
- ☐ **C** thunder

4. Nutritious foods, such as fruits and vegetables, help our bodies grow.

In this sentence, the word **nutritious** means

- ☐ **A** healthy
- ☐ **B** boring
- ☐ **C** yucky

(Taken by MacMillan publisher limited 2013, 4th grade)

Activity two

Read the story and then circle the correct answer.



Yesterday was a special day for a ten years old Afdal Eddine. It was his sister's **wedding** day. Wedding are very special in Morocco.

Before the ceremony, there was a team of chefs to prepare delicious meals for family members and friends.

There were more than 100 guests at the wedding.

Afdal's sister was beautiful in her traditional dress and jewels. Her hands and feet were painted in **henna** with special designs for good luck.

There was music and singing and dancing all night and there were many visitors from different villages. It was very **excited** for Afdal!

(Taken by MacMillan publisher limited 2013 3rd grade)

1. Afdal Eddie is from

a) Mexico

b) Morocco

c) Brazil

2. The text is about

a) A wedding

b) a birthday party

c) food

3. What is a **wedding**

a) A traditional food

b) traditional dress

c) a ceremony

4. **Henna** is

a)



b)



c)



5. In the expression “it was very **excited** for Afdal” this means

a) He was sad

b) He was enthusiastic

c) He was worried

Activity three

Read. Choose a word from the box. Write the correct word next to the numbers. There is one example. (1-5)



I am an animal and I am big. I live in the **jungle** . I have long arms and two (1)_____. I have a lot of (2) _____ on my head and on my body, but I haven't got (3)_____. I like (4)_____ and other fruit.

I can jump and run. I can also climb (5) _____ who am i? I am a gorilla.

(Taken by MacMillan publisher limited 2013, 3rd grade)



Jungle



bananas



trees



drums



Legs



feathers



hair



lamp



Skill four

Sequence Recognition



Name: _____

Grade: 3rd A

Date: ____/____/2015

Sequencing is when event are arranged in the order in which they happened.



There are important words which help you to order paragraphs. These words are: First, Next, Then, Finally



Activity one

The sentences bellow belongs together. Put them in proper order by writing the correct number (1, 2, 3, and 4) in the black beside each sentence.

Making a Pie Crust!

- _____ Next, cut in one-third of a cup of shortening.
- _____ First, sift and measure a cup of all-purpose flour
- _____ Finally, shape this into a ball and roll it out.
- _____ Then, mix two tablespoons of cold water into the flour shortening mixture.

(Taken by www.havefunteaching.com)

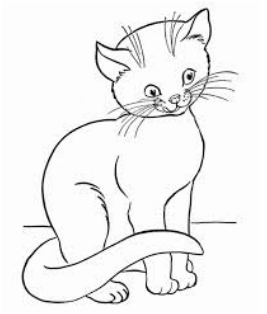
**Activity Two**

The sentences bellow belongs together. Put them in proper order by writing the correct number (1, 2, 3, and 4) in the black beside each sentence.

Feeding the cat

- _____ Next, open the can and scoop cat food into a dish.
- _____ First, choose a can of cat food from the pantry.
- _____ Now you find a can opener and spoon from the drawer.
- _____ Then, feed the cat

(Taken by www.havefunteaching.com)



Activity three

Read the story below. Write numbers to order the sentences correctly.



A walk to Grandma's

Last Saturday, Jean and her brother, Carl, walked to their Grandma's house. On the way, they stopped by the fruit store and bought an apple each, and ate them as they walked. While crossing through the park, Carl picked some wildflowers for Grandma.

They hopped over a fence and left the park. Jean waved hello to Mr. Harps and helped him catch some newspaper the wind had caught. Finally, Jean and Carl arrived at Grandma's house. She came out and gave them both a big hug and a plate of cookies.

_____ Jean helped Mr. Harps catch some newspaper.

_____ Carl picked flowers for Grandma.

_____ Grandma gave the kids a hug and cookies.

_____ Carl and Jean bought and ate some apples.

_____ They hopped over a fence.

_____ Jean and her brother walked to see Grandma.

(Taken by www.havefunteaching.com)

Activity four

Read the story below. Write numbers to order the sentences correctly.

First day of school



Frankie was excited about his first day of school. The night before, he chose a blue shirt and brown pants to wear and laid them on a chair. In his backpack, he placed his new pencil box with his markers, crayons, and pencils. Frankie left a note for his mom to make him peanut butter and jelly for lunch. After brushing his teeth, he set his alarm for 6:00 a.m. and climbed into bed. Frankie lay still for an hour wondering about the next day. Finally, his eyes shut and he fell asleep, with a smile on his face.

- _____ He placed his pencil box into his backpack.
- _____ His alarm was set and Frankie climbed into bed.
- _____ Frankie was excited about his first day of school.
- _____ He laid out his shirt and pants for school.
- _____ Frankie left a note for his mom to make him lunch.
- _____ Frankie lay still wondering, then finally fell asleep.

(Taken by www.havefunteaching.com)

**Skill five****Inference**

Name: _____

Grade: 3rd A

Date: ____/____/2015

The wolf blew
down the first
house, so I think
he will try to blow
down the second

**Predict and Infer**

**Predict and use what we have
read and know to learn more**

**Good readers make inferences using text details and
background knowledge to figure out information that
isn't present in the words on the page.**

Activity One

Read about Josh and his dad. Then write about what you think Josh and his dad will do.

Josh woke up early on Saturday morning and looked outside the window. The sun was out and it was hot. His dad called to Josh and said, "It is a perfect day, don't forget to bring a towel!"

Josh grabbed a towel and they left the house.

(Taken by www.havefunteaching.com)



1. Where do you think Josh and his dad were going?

2. Draw a picture of where you think Josh and his dad went.

A large, empty rectangular box with a thin black border, intended for a drawing.

Activity two

THE MAGIC TREE



1 One day the animals are very hungry, but there is no food.



2 The animals want to eat the fruit.



3 So Zebra runs to the village chief.



4 Zebra runs back to the animals very fast.



5 The animals want to eat the fruit.



6 Butterfly flies very fast ... into a parrot's nest!



7 So Tortoise walks to the village chief.



8 Then Tortoise says the name of the tree.



THE MAGIC TREE

Lesson 1



1 Order. Then find and write the animals' names. **CLASS BOOK** pages 64 and 65



Tortoise

2 Choose, circle and write.

My favourite part of the story is picture 1 2 3 4 5 6 7 8.

I like this part because it's funny happy sad scary.

My favourite character is _____

3 What do you think happens the next day? Read, tick ✓ and draw.



The animals laugh at Tortoise again.

☐ Yes ☐ No



The animals are hungry again.

☐ Yes ☐ No



The animals eat the fruit from the tree again.

☐ Yes ☐ No





Lesson 2



1 Write the words in order. Listen and check. 

1 Zebra ! fast, Run

Run fast, Zebra!

2 fruit at the ! Look

3 fall Don't !

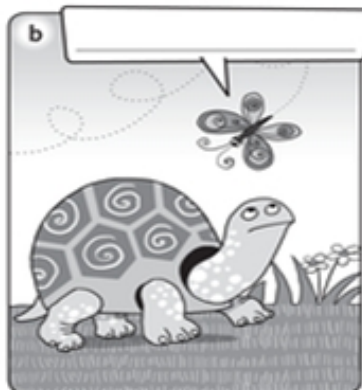
4 village ! to Run the

5 tree of ! Say name the the

6 to the Fly ! village



2 Write the sentences from Activity 1 in the correct speech bubbles.



(Taken by "Young Explorers", class book. Nina lauder, Paul Shipton, Suzanne Torres,

Oxford University Press 2013, pp. 64-65)

**Skill six****Comparing and Contrasting**

Name: _____

Grade: 3rd A

Date: ____/____/2015

COMPARING**Finding similarities****CONTRASTING****Finding differences**

**Comparing and contrasting is a process of
analysis which helps you to understand things in
greater depth.**



Activity One

Read the paragraph. Then answer the questions.

Meet Mercury

Can you name the planets in our solar system? Mercury is one of them. Like the other planets, Mercury moves in a path around the Sun. Mercury travels faster than the other planets. It speeds along at about 107,000 miles an hour. Mercury is the planet closest to the Sun. Its days are very hot, and its nights are very cold. There is no water on Mercury.



1. The main idea of the paragraph is
 - ☐ A. the lack of water on Mercury.
 - ☐ B. the planets in the solar system.
 - ☐ C. what the planet Mercury is like.
2. A detail that tells more about the main idea is
 - ☐ A. the speed at which Mercury travels around the Sun.
 - ☐ B. the names of the other planets in the solar system.
 - ☐ C. how fast other planets in the solar system travel.
3. Write one way that Mercury differs from other planets.

(Taken by scholastics comprehension skills: forty short passages for close reading, Grade 2,

Linda Gard Beech, pp 11)

Activity Two

Read the paragraph. Then answer the questions.

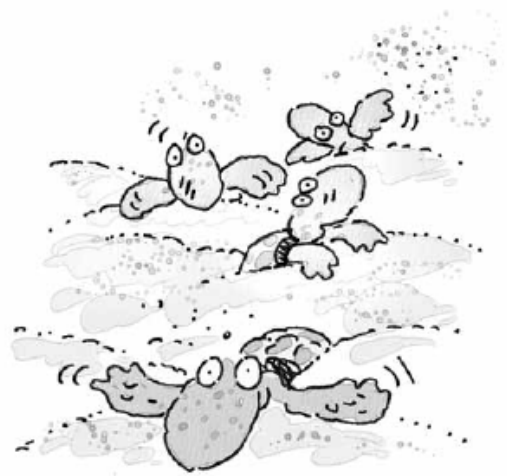
Birds and Turtles

Mother birds lay eggs in nests where they are safe.

Little birds hatch from the eggs.

They cheep and cheep until their parents bring them food. Turtles lay eggs, too.

Mother turtles lay their eggs in the sand where the eggs will be safe. But mother turtles cover the eggs and leave. When it is time, small turtles **hatch** from the eggs. They dig their way up and learn to find food on their own.



1. How are birds and turtles alike?
 - ☐ A. They have hard shells.
 - ☐ B. The young hatch from eggs.
 - ☐ C. The mothers leave the eggs.
2. How are birds and turtles different?
 - ☐ A. Bird parents feed their young.
 - ☐ B. They lay eggs in safe places.
 - ☐ C. The young need food to eat.
3. In this paragraph, the word **hatch** means
 - ☐ A. opening on a roof.
 - ☐ B. make a plan.
 - ☐ C. come out of.

(Taken by scholastics comprehension skills: forty short passages for close reading, Grade 2,

Linda Gard Beech, pp. 14)

Activity Three

Read the paragraph. Then answer the questions.

News in the Past

Long ago there was no TV. No one had a radio. There were no computers. And there were very few newspapers. How did people get news? One way was from a town crier. This person walked through the streets and called out the news. If something special happened, the town crier beat a drum or rang a bell. People would run to hear the news.



1. Which sentence is most likely true?
 - ☐ A. There were few ways to get news long ago.
 - ☐ B. Most news in the past appeared in print.
 - ☐ C. In the past, people weren't interested in news.
2. The main idea of this paragraph is
 - ☐ A. running to hear the news.
 - ☐ B. how people got news long ago.
 - ☐ C. no TV, radio, or computers.
3. Write one way that getting news today is different from the past.

(Taken by scholastics comprehension skills: forty short passages for close reading, Grade 2,

Linda Gard Beech, pp. 30)

Appendix F

TEACHER'S DIRECT CLASSROOM OBSERVATION (TDCO)	
PATTERNS	CLASSROOM WORK (Description, classroom activities, Ss assessment)
Reading and writing	<p><u>Date:</u> 05-06-2015</p> <p><u>Description of classroom activities:</u></p> <p>The teacher-researcher introduces the new method that will be used during six classes, working with reading comprehension micro skills workshops: (1) Information sequence recognition, (2) Recognizing words in context, (3) Reading for gist, (4) Reading for details, (5) Inference and (6) Comparing and contrasting.</p> <p>After that, the teacher asks the participants of control and experimental group to take a pretest where they have to read and answer questions according to different texts. The objectives of the test are to identify: (1) the main idea and (2) details on different texts. (3) To infer the meaning</p>

	<p>of words in context. (4) To order sentences according to the sequence of a text. (5) To compare and contrast information with their own context. (6) To infer information that is not explicit in a text.</p> <p><u>Assessment:</u> Pretest.</p>
Reading for gist or skimming	<p><u>Date:</u> 08-06-2015</p> <p><u>Description of classroom activities:</u></p> <p>The first lesson is presented to the experimental group describing skill 1(Reading for gist or skimming). The teacher activates prior knowledge asking different questions. The teacher shows the new workshop using a power point and pause it for time to time, having students to summarize what they have just learned. The teacher gives students workshop 1 and then they read activity one “coffee in Colombia”. They answer the questions and work with activity two where they read about the production of coffee.</p> <p>They answer questions individually and</p>

	<p>then they share the answer with the rest of the class. Students work in activity three. They look at the illustration to give more information about the topic and try to find out the text main idea of the text.</p> <p>They read the first and last sentences of each paragraph and answer questions.</p> <p>Finally, they share their answers and opinion about the three activities with their peers.</p> <p><u>Assessment:</u> workshop 1</p>
<p>Reading for specific information or scanning</p>	<p><u>Date:</u> 11-06-2015</p> <p><u>Description of classroom activities:</u></p> <p>In the second lesson a workshop is presented to the experimental group describing skill 2 (Reading for specific information or scanning). The teacher activates prior knowledge asking different questions. The teacher shows the new workshop using a power point and pause it for time to time, having students to summarize what they have just learned.</p> <p>Students read two short stories and answer</p>

	<p>questions. Then they share their answers with the teacher and rest of the class. The teacher also shows information about iguanas in Mexico in order that students understand more about them and have more information. They complete a chart about characteristics, abilities, habits and physical appearance of iguanas in Mexico. Then they answer three questions, writing their personal opinion and sharing them with their peers. Finally, they draw an iguana and describe it.</p> <p><u>Assessment:</u> workshop 2</p>
Recognition of words in contexts	<p><u>Date:</u> 12-06-2015</p> <p><u>Description of classroom activities:</u></p> <p>The new workshop is presented to the experimental group describing skill 3 (Recognition of words in contexts). The teacher activates prior knowledge asking different questions. The teacher shows the</p>


	<p>new workshop using a power point and pause it for time to time, having students to summarize what they have just learned. The teacher also shows words that have been pasted in the walls of the classroom (old and new ones). The teacher asks students if they can recognize and if they know the meaning of the new ones. After that, students work individually with activity one and two. The teacher circulates among students, asking questions, and providing frequent positive feedback.</p> <p>Finally, Students read a story about special weddings in Morocco. Then they answer questions using vocabulary given in the story and paying attention to main ideas.</p> <p><u>Assessment:</u> workshop 3</p>
Sequence recognition	<p><u>Date:</u> 15-06-2015</p> <p><u>Description of classroom activities:</u></p> <p>During the new lesson, the teacher researcher presents the new skill to the EG describing skill 4 (Sequence recognition).</p>

	<p>The teacher activates prior knowledge asking different questions. The teacher shows the new workshop using a power point and pause it for time to time, having students to summarize what they have just learned. Students read activity one and two and order the sentences from 1 to 4. Then they share their answers with their peers and the teacher gives them feedback. Students work individually and then in pairs.</p> <p><u>Assessment:</u> workshop 4</p>
Inference	<p><u>Date:</u> 18-06-2015</p> <p><u>Description of classroom activities:</u></p> <p>The fifth lesson is presented to the experimental group describing skill 5 (Inference). The teacher activates prior knowledge asking different questions. The teacher shows the new workshop using a power point and pause it for time to time, having students to summarize what they have just learned. The class read activity one “Josh and his dad” and discuss about</p>

	<p>the place where they are going. They draw a picture of the place and share it with the rest of the class. Activities 2 and 3 are worked individually and then they work in pairs, sharing their answers.</p> <p><u>Assessment:</u> workshop 5</p>
Comparing and contrasting	<p><u>Date:</u> 19-06-2015</p> <p><u>Description of classroom activities:</u></p> <p>During the sixth lesson, the teacher tells students about comparing and contrasting information in a text (skill 6). The teacher shows the new workshop using a power point and pause it for time to time, having students to summarize what they have just learned. The challenge of this activity is comprehension. Later, the three activities are presented where students work individually and then in pairs sharing their opinion about questions.</p>

	<u>Assessment:</u> workshop 6
Reading and writing	<p><u>Date:</u> 22-06-2015</p> <p><u>Description of classroom activities:</u></p> <p>In the last intervention, both groups take the posttest, having the same time (60 minutes) and both groups receive the same instructions.</p> <p>The test has the same goals that the pretest: To identify: (1) the main idea and (2) details on different texts. (3) To infer the meaning of words in context. (4) To order sentences according to the sequence of a text. (5) To compare and contrast information with their own context. (6) To infer information that is not explicit in a text.</p> <p><u>Assessment:</u> Posttest</p>

Appendix G

		Reading Comprehension POST TEST		Mark:
Teacher: Karen Fuentes Zapata		Date: 22/06/2015		
Student's Name:		Form: 3rd grade	Time: 60 min.	
Ideal Score: 15 points.	Score: _____ out of 26 points.		Requirement: 60%	
Test Objective: To identify: (1) the main idea and (2) details on different texts. (3) To infer the meaning of words in context. (4) To order sentences according to the sequence of a text. (5) To compare and contrast information with their own context. (6) To infer information that is not explicit in a text.				

Text A.

Read and answer TRUE or FALSE. There is one example. (4 points)

My name is Farley. I am a fox. My ears are shaped like triangles and my tail is long. At night

I like to catch mice and rabbits.

I eat fruit and vegetables too. I have two brothers and we live in a forest.

I cannot go near farms because farmers don't like foxes. Some foxes chase the chickens. I

don't chase the chickens. I am a good fox.

**Example:**

0. Farley is a fox True

1. Farley has ears like triangles _____
2. Farley eats insects _____
3. He has two brothers _____
4. He is a bad fox _____

Text B.**Read and circle. There is one example. (4 points)**

Lady bugs are very interesting insects to observe. The most popular kind are the red ladybugs, but you can find them in many other colors: white, orange and even blue!

When they fly, ladybugs move their wings 85 times in one second! You are not going to see them flying around in cold weather because ladybugs can't fly in temperatures below 2 °C.

Ladybugs eat different types of leaves. If you squeeze a lady bug, it will bite you!

Example:

0. The most popular kind of ladybugs is:

☒ a) Red

b) black

c) blue

1. The text is about:

a) Insects that fly

b) ladybugs' characteristics

c) ladybugs' colors

2. Wings are:

a)



b)



c)

**3. Ladybugs can't fly when:**

a) It's very hot

b) It's very cold

c) It's snowy

4. Ladybugs are:

a) Carnivore

b) herbivore

c) omnivore

Text C.**Read and number the sentences in the correct order. There is one example. (4 points)**

Hi:

My name is Frankie. I'm seven years old, and I live in London. Every morning I wake up at 7:00 and then I brush my teeth and get dress.

I have breakfast with my mom and dad and then I take the school bus. There I meet my teacher and friends. At 12:00 I have lunch in the cafeteria and after that I go home. At 15:00 I play football in the park. I love football it is my favorite sport.

After that I take a shower and I have dinner with my parents.

Finally I go to sleep at 9:00

_____ Frankie has lunch at the cafeteria and then he goes home.

_____ Every morning Frankie wakes up at 7:00

_____ After football he has dinner with his parents and finally he goes to sleep

_____ Frankie has breakfast with his parents and the he takes the school bus.

_____ 1___ My name is Frankie and I'm seven years old.

Text D**Read and write the correct answer. (14 points)**

My name is Ana, I'm 9 years old and I'm from France. In my country we enjoy ski. People is crazy about ski. In France skiing is very popular. In some ski resorts there are ski school for children. My favorite resort is courchevel.

Right now, I'm going to a ski school camp in a city called Courchevel



Courchevel is a beautiful place by the Alpes.

I like the ski school camp because I meet new friends and I have a lot of fun. The most important part of the ski school camp is learning to respect your companions and learn new skills.

I. Circle:

1.What is the text about? (1 point)

- a) Life in France b) Ana is going to a ski school c) skiing in France

2.When Ana says: “People is **crazy** about ski”, she is saying (1 point):

- a) People likes ski
b) People is bored with ski and needs to practice other sport
c) People doesn't like ski.

II. Read and write the correct answer. There is one example.

Example:

0. What is her name? Ana

1. How old is Ana? (2 points) _____

2. What is Ana doing this winter?

(2 points) _____

3. What are the 2 important things on the ski school camp? (4 points)

III. Number the sentences in the correct order. There is one example. (4 points)

_____ I'm going to a ski school camp in Courchevel.

____ 1 ____ I'm from France.

_____ In Courchevel people ski

_____ In Courchevel we enjoy ski a lot!

_____ In ski school camps, we respect our companions

READING COMPREHENSION**POST TEST ANSWER KEY****Text A.**

1. True
2. False
3. True
4. False

Text B.

1. B
2. A
3. B
4. B

Text C.

4- 2 – 5- 3 - 1

Text D**I. Circle:**

1. B
2. A

II. Read and write the correct answer.

1. She is 9 years old
2. She is going to a ski school camp
3. Learning to respect your companions and learn new skills

III. Number the sentences in the correct order.

4- 1- 2- 3 - 5